

# Childminder report

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Inspection date: 26 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time with the childminder and respond affectionately to her and their friends made at the setting. They are inquisitive and relish in opportunities to explore their local area. Children participate in many activities inside and outside of the setting. For example, they choose to take part in role play, listen to songs and enjoy local parks and nature reserves. This helps children make sense of the world around them and allows the childminder to identify the children's interests.

Children have many opportunities to choose their own play and learning. The childminder talks to them about their play and supports their communication skills by using full sentences. Children attempt to copy the childminder's language structure. For example, children use words like 'binoculars' in their play. They repeat words like 'delicious' when enjoying their packed lunch.

Children behave well and follow the childminder's example. The childminder acts quickly to support children if their behaviour impacts on others. For example, she promotes sharing and including children in all activities. When children feel left out, she sets a good example for how to make the children feel involved. The children and childminder are courteous, using good manners to say 'please' and 'thank you'. They show high levels of respect for each other. Children show an interest in books and stories that the childminder shares with them. They ask for stories to be read and point to the illustrations when enjoying them. Most of the children listen carefully with sustained attention.

## **What does the early years setting do well and what does it need to do better?**

- The childminder supports children's communication and language as she interacts with them. Older children engage in conversations back and forth with her. These children talk confidently and are developing into fluent communicators. However, younger children, and those less demanding of the childminder's attention, do not benefit from as many quality interactions. Although they do repeat back words and phrases learned from the childminder, they do not have the same opportunities to develop their vocabulary and language.
- The childminder liaises and shares information with parents. Parents share that they are kept informed of their children's achievements and progress by the childminder. The childminder provides books, puzzles and craft resources for children to share with their parents at home.
- The childminder plans learning around children's interests. For example, children are intrigued by the animals seen at a local animal park. The childminder then explores nocturnal animals and hibernation with the children. This matches the

current season and what children will experience first hand in their local environment. Children thoroughly enjoy these experiences that help them learn about the world.

- Children learn to identify similarities and differences between themselves and other people. The childminder recognises that this helps them appreciate the diversity of the world. Children celebrate diversity through their interactions with others outside of the childminder's home and through stories, books and themes. For example, they learn about customs in China for Chinese New Year and celebrate each other's birthdays.
- The childminder monitors the children's progress and shares any concerns with parents. She signposts parents to relevant organisations to ensure that children with special educational needs and/or disabilities are supported swiftly. On occasion, however, she does not fully consider her assessments of children and what they are ready to learn next when planning an activity. This means that, at times, activities do not build on children's learning to help them make the best possible progress.
- The childminder completes statutory training and ensures that this is updated each year. She benefits from the support of other childminders and works collaboratively with others. This ensures her knowledge is up to date. The childminder checks that her curriculum covers all areas of learning for the children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may show that a child is at risk of harm. The childminder keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care. The childminder assesses the safety of all learning environments to identify and eliminate any potential risks.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- strengthen skills in supporting children's early communication and language development to help all children benefit from high-quality interactions
- extend planning and assessment so that activities build more consistently on children's existing knowledge and skills to help them make even better progress.

## Setting details

<b>Unique reference number</b>	EY372162
<b>Local authority</b>	Kent
<b>Inspection number</b>	10235199
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	9 March 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Margate, Kent. She offers care every weekday, from 8am until 3.30pm, all year round, except public holidays. The childminder receives funding for the provision of free early years education for children aged two, three and four years. The childminder is qualified in childcare and education.

## Information about this inspection

### Inspector

Linzi Bradbury

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed a range of activities and asked the childminder about her curriculum for children, to evaluate the quality of education.
- The inspector reviewed documents, including the childminder's first-aid certificate and children's records.
- The childminder and inspector had discussions at intervals during the inspection to check the childminder's understanding of the early years foundation stage requirements.
- The inspector spoke to the children and looked at written feedback from parents to assess their views on the provision.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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