

# Childminder report

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Inspection date: 10 November 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in the childminder's warm and welcoming home. They have excellent relationships with the childminder and go to her for hugs when they need reassurance. This demonstrates that they feel safe and secure. Children eagerly greet visitors, introducing themselves and inviting them to play. They confidently explore the well-resourced environment and select toys to play with. They ask for things that they cannot reach and say 'thank you' when the childminder passes it to them.

The childminder implements a creative curriculum that follows the children's interests. She understands how to sequence learning to support children's development. For example, children read The Gruffalo book. They then explore a tray filled with ingredients to make Gruffalo 'crumble'. This helps children to make the most out of every learning opportunity.

Children's behaviour is good and they are friendly towards each other. During play, children take turns to put food into their imaginary microwave, patiently waiting for it to 'ping' when the food is ready. They then share the food that they have cooked, making sure everyone gets a plate and a cup. The childminder uses effective techniques to encourage positive behaviour and is quick to intervene when needed.

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

- The childminder provides a curriculum that gives children a wealth of experiences. She gathers information from parents about what children already know and what they can do when they start with her. She regularly observes them to identify the next steps to enhance their learning.
- The environment is set up so that children can choose resources that interest them and explore and investigate in their own way. At snack time, children cut their cucumber and pear, then pour their own drinks. However, at times, the childminder intervenes too quickly to help children. This does not always encourage them to develop independence skills when managing self-care tasks for themselves.
- Children enjoy planned activities that follow their interests. For example, the childminder hides images of the characters from the books children are reading, for them to discover when exploring outside. She provides props to invite children to retell the story. This encourages children to use their memory and develop their imagination.
- Children are growing into strong communicators. The childminder engages children in conversations that introduce new words. For example, when talking about the Gruffalo's 'terrible teeth' and 'knobbly knees', the children explain that

they brush their teeth at home. However, she is not fully effective in recognising opportunities to support children's pronunciation of new words. This does not support them to fully develop their vocabulary and language skills.

- Children have developed strong bonds in the childminder's care. Behaviour is good and they play nicely together. This is evident when a child asks another, 'Can I have a go when you have finished, please?' The childminder praises this friendly behaviour, which reinforces the manners she expects in her home.
- The childminder reflects on areas of her practice and actively seeks ways to improve, to benefit families and the children in her care. For example, in response to parent feedback, she now records information about the food children eat in her daily feedback.
- The childminder works in partnership with other settings that children attend. She regularly shares information about the progress children are making and any interests they are showing. This helps provide a consistent approach to children's learning and the next steps in their development.
- Parents feedback that they feel lucky to have found a childminder who they see as an extended part of the family. They like the partnership working and communication they receive daily. Parents are keen to contribute to their children's learning journals. Children tell their parents that they like going to the childminder's home because they 'have lots of fun' and 'there is lots to play with'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands the importance of keeping children safe. She can recognise the signs and symptoms when a child might be at risk of harm. The childminder completes regular safeguarding training to keep her knowledge up to date. This includes refreshing her understanding of grooming, self-harm, online safety and bullying. The childminder knows the correct reporting procedures in her local authority. As a result, should the childminder have any safeguarding concerns, she can raise them in a prompt manner. The childminder carries out good risk assessments to keep children safe in all areas of her provision. This includes when out in the local community.

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

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

- strengthen children's independence skills by encouraging them to manage their self-care tasks for themselves
- review practice to swiftly capture opportunities to support children's pronunciation of new vocabulary.

## Setting details

<b>Unique reference number</b>	2587606
<b>Local authority</b>	Kent
<b>Inspection number</b>	10251154
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020. She lives in West Malling, Kent. The childminder provides care each day between 7.30am and 5.30pm. She is open throughout the year, except bank holiday and family holidays. The childminder holds a level 3 qualification. She provides funded early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jennie Winchcombe

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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