

# Childminder report

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Inspection date: 15 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are very happy and welcoming as they greet visitors with big smiles. The childminder provides a home-from-home environment and is highly responsive to children's needs. For example, she offers them cuddles and reassurance when they hold their arms up to her. This supports children's emotional well-being. Children are beginning to develop friendships. They show kindness as they help each other with self-dressing, such as putting their socks on. Children listen to the childminder and respond well to her high expectations. For example, she supports them with turn-taking and sharing as they show interest in playing with the cars together. They enjoy lining them up and pushing them along the floor. The childminder talks to the children about different vehicles, creating positive experiences for them to engage in learning.

Children enjoy learning about simple mathematical concepts, such as shapes and colours. The childminder repeatedly questions children's knowledge to find out what they already know, helping them to deepen their knowledge. For example, as children explore the sensory resources, she names different shapes and asks them to select the correct one. Children find the 'white circle'.

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

- The childminder knows the children very well. She talks confidently about their current stages of development and what she is doing to support them. The childminder recognises that all children learn and develop at different stages. She consistently engages in positive interactions with children, supporting their learning through child-led play so they continue to make progress. However, the childminder does not consistently introduce new ideas to children through adult-led activities in order to broaden their experiences and demonstrate new skills.
- The childminder supports children to develop their communication and language skills well. She engages in constant dialogue with the children, providing them with clear explanations to embed their knowledge. She also introduces new words to the children when they engage in role play. For example, she teaches them to say 'croissant'.
- The childminder provides opportunities for children to develop their focus and concentration. For example, child-led play allows children to follow their interests and develop positive attitudes towards their play. The childminder supports children to develop their resilience as she encourages and praises them to have a go before offering help. These skills prepare children for their future learning.
- The childminder offers children opportunities to develop their confidence. For example, at snack time, she encourages children to have a go at peeling a banana themselves. Children show determination as they try hard. The childminder then steps in and provides support when needed. This helps

children to develop their self-esteem and gives them a sense of achievement.

- The childminder recognises the importance for children to develop their physical skills. Children have access to an outdoor space where they climb and run. The childminder also takes children to the local park regularly. This supports children in developing their core strength and balance.
- The childminder knows how to support children to have healthy lifestyles. For example, she talks to them about the fruit they are eating during snack time. She also works closely with parents to provide alternative, healthier options for children's lunches. This is aimed at helping children's understanding of healthy food choices.
- The childminder is aware of the external agencies to contact if she is concerned about a child's development. For example, she knows to liaise with the health visitor when completing the progress check for children aged between two and three years. This ensures that children who may have special educational needs and/or disabilities receive the help they need.
- Parents have good relationships with the childminder. They comment on how eager their children are to attend the setting. Parents say that their children never want to leave. The childminder shares information with parents, giving them daily updates on the activities the children have completed. This helps parents to know what their children are learning.
- The childminder is passionate about providing high-quality care. She makes regular changes to the resources available to children to enhance their learning. She also seeks feedback from parents using questionnaires. This allows her to make ongoing improvements to ensure she is meeting children's needs effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has very good safeguarding knowledge. She talks confidently about the potential signs and symptoms of abuse and provides examples to support her in-depth knowledge. Her safeguarding training is up to date, which reinforces her secure knowledge. The childminder knows how to report any concerns if she is worried about a child's welfare. She also knows what to do if an allegation is made about a family member living in her household. The childminder understands her legal duty to protect children from harm and ensures her environment is kept safe and secure.

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

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

- strengthen the planning of adult-led activities to fully engage children and help build on their attention skills.

## Setting details

<b>Unique reference number</b>	EY406872
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228523
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	21 February 2017

## Information about this early years setting

The childminder registered in 2010 and is located in Ashford, Kent. The childminder provides care from 7.45am to 6pm, Monday to Thursday, all year round. She holds a relevant level 3 qualification.

## Information about this inspection

### Inspector

Jasmine Nelson

### 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.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- 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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