

Childminder report

Inspection date: 14 December 2022

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

The provision is good

Children are happy and settled with the childminder. They enjoy exploring the resources available. Some children have comforters that they can access when they need to. The childminder responds well to the children and offers them comfort and quiet time if they need it. Children learn about different celebrations and festivals. They enjoy helping the childminder decorate a miniature Christmas tree. They search for stars to hang on the branches.

Children have access to a covered outside space that they use throughout the day and in all weather. Children show delight as they explore the snow. They make handprints in the snow and play a game of hide and seek. They hide farm animals and take turns to find them. Children are encouraged to manage their own risk from a young age. They are reminded of how to play on rocking horses outside safely. Children learn about how to care for the childminder's pet rabbits and enjoy watching them hop in their cage. They learn about how to stay warm when it is cold. Children learn about the world around them and enjoy fresh air and exercise daily. They go to local toddler groups regularly, where they meet up with other children as well as visit the local park and farm.

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

- The childminder understands her role and responsibilities. She is a member of various childminding groups and keeps herself up to date with current legislation. The childminder has recently attended safeguarding training and has identified some areas she wants to explore further. She has applied to undertake some training to improve her knowledge on special educational needs and/or disabilities.
- The childminder's curriculum intent focuses on supporting children's language development. She regularly monitors the progress children make and identifies gaps in their development. The childminder knows where to seek external support and where to make relevant referrals for children.
- The childminder's curriculum intent is clear and individual to the children. She encourages children's social skills and turn taking while focusing on their language. However, the childminder does not always build upon what children can already do to maximise their development.
- The childminder follows children's interests and adapts activities well to suit their needs. For example, she changes the focus of an activity involving shape sorting to introduce animal names. This supports children's language development. The childminder implements strategies to support children's speech. For example, she comments on their play and repeats back to them the words they say. However, the childminder does not always leave enough time for children to respond to what she has said.

- Children are reminded of the rules and expectations. For example, they are encouraged to eat their sandwiches before having pudding. Children are learning to take turns and share. Older children are reminded to wait and let younger children have a go. As a result, children behave well.
- Children of all ages are encouraged to be independent. The childminder supports young children to pour their own drinks and cut up fruit at snack time. She helps babies to drink from a cup. Children show pride in their achievements and the childminder praises them for their efforts.
- The childminder respects children's time and space. She provides them with a warning before any change to the routine. For example, the childminder tells children they can have one more turn before washing their hands for lunchtime. Children are given notice before having their nappy changed and have time to finish their play before the childminder carries out care routines.
- Parents are happy with the care their children receive. They know what the childminder is focusing on with their children. Parents are given ideas as to how to support their children's development at home.
- The childminder promotes healthy eating. She provides wholesome dinners for children and encourages parents to provide healthy lunch boxes. The childminder encourages children to try new foods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify signs of abuse. She knows how to report any concerns she may have about a child. The childminder knows how to respond to an allegation being made against her or a household member and knows what needs to be notified to Ofsted. She understands how to recognise if a child is being exposed to terrorism and how to respond. The childminder monitors children's attendance to ensure they are safe. Risk assessments are carried out and effectively implemented.

What does the setting need to do to improve?

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

- build on what children already know to support their knowledge and learning further
- extend opportunities already offered to children to further develop their language.

Setting details

Unique reference number	EY545144
Local authority	Kent
Inspection number	10266749
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	5
Number of children on roll	6
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2017 and lives in Rusthall, in Tunbridge Wells, Kent. She offers flexible care from 7.30am to 6pm, Monday to Friday, throughout the year. The childminder is in receipt of early education funding for children aged three years old. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Pippa Clark

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.
- We carried out this inspection as a result of a risk assessment, following information we received about 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 their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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