

# Childminder report

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Inspection date: 11 January 2023

<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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from a personalised transition into the childminder's home. She allows the children to settle in over a number of sessions to prepare them for the change. This supports their emotional needs.

Children make good progress in their learning and development. The childminder provides a well-planned curriculum. She has high expectations for all children. For example, she encourages children to attempt tasks before she supports them, such as putting on their shoes. The childminder makes good use of all areas of her home to maximise opportunities for children to make independent choices. For example, she provides a large range of toys that children can freely choose from.

Children are given opportunities to learn new skills. For example, they use child-friendly knives to cut fruit at snack time. This helps them to develop skills for the future. Children have built close attachments to the childminder. They play freely with the resources and return to the childminder for support if they need it.

Children are encouraged to be kind and learn how to manage their feelings and behaviour. For example, the childminder helps them talk about their feelings using picture cards. Children listen to the childminder and follow instructions. The childminder praises and encourages children, which helps to increase their self-esteem. Children behave well.

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

- The childminder provides children with an ambitious curriculum. She works with parents to accurately assesses what children can do when they start, and what they need to learn next. She uses this information to create plans for how she will move children forward with their learning. As a result, all children, including children with special educational needs and/or disabilities, make good progress in their learning.
- The childminder offers opportunities for children to learn about diversity, inclusion and equality. She draws on her background to teach children about different cultures and celebrations. They try traditional food from Egypt and learn to say basic words in Arabic. This supports children to deepen their knowledge and understanding of people and communities outside their own.
- The childminder places a strong focus on children's language and communication. She includes opportunities for children to speak and listen throughout the day. She frequently shares books with them and they enjoy singing and joining in actions to familiar songs, such as 'Sleeping Bunnies' This helps children to become confident communicators.
- Mathematical concepts are woven through the childminder's practice. She

regularly counts and discusses shapes during the day. For example, during snack she discusses how many pieces of fruit the children have and uses language such as 'half'. These experiences help give children a secure base knowledge of mathematics.

- Children enjoy a wide range of experiences outside the childminder's home. For example, they enjoy trips out on a boat and a steam train and to a farm to see animals. The childminder is mindful of offering a range of opportunities that help children broaden their knowledge of the wider world.
- The childminder is a good role model and has appropriate expectations of children. She teaches children good manners when playing and at mealtimes, such as saying 'please' and 'thank you'. This helps children understand what is expected of them.
- The childminder makes good use of self-evaluation. She, her co-childminder and her assistants have meetings to discuss what works well and what they can improve and focus on next. For example, the childminder recently purchased an online system, which she feels will help grow her practice further.
- The childminder has recently employed an assistant. She works closely with her, modelling good practice and supporting her to grow her knowledge. However, she has not yet fully developed a training programme for her assistant, to ensure that all children receive consistently high-quality teaching from all adults.
- The childminder has built good relationships with parents. She engages with them on a daily basis, sharing information about their child's day through written reports or sending photographs. Parents give positive feedback about the childminder and the service she offers. However, the childminder does not always consider ways to further support parents to continue children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out effective risk assessments to ensure her home is free from hazards and children can play in a safe learning environment. She has ensured that she and her assistants are well trained and have a secure understanding of the signs and symptoms of abuse. They know how to follow the safeguarding policy and procedures and report any concerns they may have about a child's welfare, in a timely manner. The childminder and her assistants have a secure knowledge of safeguarding issues, such as radicalisation. The childminder has suitable checks in place for the adults living in her house.

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

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

- provide more opportunities for assistants to access professional development

opportunities and extend their skills and knowledge further

- build on the good partnerships with parents further by offering more ideas and information to help parents continue children's learning at home.

## Setting details

<b>Unique reference number</b>	EY395230
<b>Local authority</b>	Medway
<b>Inspection number</b>	10228503
<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>	18
<b>Date of previous inspection</b>	27 January 2017

## Information about this early years setting

The childminder registered in 2009. She lives in Rochester, Kent. The childminder cares for children from Monday to Friday, between the hours of 6am and 8.30pm, and occasionally on Saturdays from 8am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder employs assistants and works with another registered childminder. She holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Janine Scott

## 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 setting.
- The childminder showed the inspector around the areas of her home used for childminding and discussed the risk assessments in place to minimise hazards.
- The inspector held discussions with the childminder about how she plans to support the individual learning needs of the children.
- The inspector observed the interactions between the childminder and her assistant with children, indoors and outdoors.
- The childminder and the inspector completed a joint observation and evaluated the children's learning and development.
- Parents shared their views on the childminder through written feedback.

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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