

Childminder report

Inspection date: 17 January 2023

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children are confident and very happy in the warm and inviting environment. They are settled and thoroughly enjoy attending. Children are keen to join in with the engaging activities that the childminder offers them. For instance, children who are excited by a story about a stick go on a nature walk to collect a variety of sticks. They make their own version of the main stick character in the book, bringing their imagination alive. Children are creative. They enjoy making interesting art. For example, they make camper van money boxes out of milk cartons. Children enjoy a wide range of cooking activities. For example, they pick blackberries and bake blackberry pie.

Children have good opportunities to develop their physical skills. For instance, they explore different ways of moving on age-appropriate climbing and balancing equipment. Children learn about the importance of healthy lifestyles. This includes harvesting and eating their own healthy produce, such as runner beans and lettuce. The childminder is a positive role model. Children are polite and behave well. They have regular opportunities to meet with other childminders and their children. This helps them build meaningful friendships. For example, children talk fondly about their friends at the other settings.

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

- The childminder gets to know children well. This helps her to introduce learning experiences to children that she knows they will enjoy. As a result, children make good progress and have a positive attitude towards their learning.
- The childminder establishes positive relationships with children. They have a good sense of belonging and positive levels of well-being. Children enjoy the company of the childminder and have good relationships with her family. They feel safe and secure and show trust in her presence.
- The childminder fully supports children to develop good communication skills. For example, she talks to children purposefully as they play together. Children answer thought-provoking questions and share their thoughts and ideas with confidence.
- Overall, the childminder has a good understanding of all areas of learning and supports children to gain skills to support their future. For example, children have good opportunities to develop their independence. However, the childminder does not consistently extend children's use of mathematical language as they play. Therefore, she does not fully develop their interest and skills in mathematics.
- The childminder ensures that children have good opportunities to learn about the similarities and differences of other people outside of their own experiences. This includes festivals celebrated from around the world. For instance, children

create Chinese lanterns as they talk about Chinese New Year. This helps children to learn about different cultures.

- The childminder establishes positive relationships with parents. She keeps them fully involved and informed in their children's learning and achievements. This includes sharing key information with them, such as any updated policies. The childminder sends regular photographs and videos to share what their children have enjoyed doing. She communicates with them to discuss children's next steps and how they can support their learning together.
- The childminder uses some good methods to communicate with staff at other settings children also attend. For example, when she picks children up from the other setting, she receives a brief handover of their day. However, she does not consistently and routinely share more beneficial information, such as children's next steps in their learning. The childminder does not yet provide a higher level of consistency to children's shared care and learning experiences.
- The childminder evaluates her practice effectively. She reflects each day on how well she has engaged the children. The childminder has close partnerships with other childminders. They share constructive and helpful information regarding each other's practice. The childminder uses her findings to support her future performance.
- The childminder is keen to keep up to date and build on her already good knowledge and skills. She carries out regular independent reading and research. For example, she routinely implements a range of activities, such as new craft ideas. This helps her keep children motivated and interested in new learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good knowledge and understanding of safeguarding and child protection. She fully understands the signs and symptoms of potential abuse, including radicalisation and extremism. The childminder knows who to contact to seek advice and how to raise and follow up any potential concerns. She completes relevant training to keep her knowledge up to date. The childminder teaches children how to keep themselves and others safe. For example, when they go to the beach on regular trips, they talk about how to remain safe around water.

What does the setting need to do to improve?

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

- build on children's interest in mathematics in order to develop their mathematical knowledge and skills even further
- strengthen the communication and partnerships with staff at other settings that children also attend.

Setting details

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| Unique reference number | 125237 |
| Local authority | Kent |
| Inspection number | 10264013 |
| 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 | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 19 May 2017 |

Information about this early years setting

The childminder registered in 1992. She is located in Sevenoaks, Kent. She cares for children Monday to Thursday, from 8.30am to 6pm, all year around.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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