

# Childminder report

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Inspection date: 24 January 2023

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<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**

All children settle quickly in the warm and inviting environment. They enjoy the company of the childminder and her assistants. Children are independent. They choose their own play and complete their own tasks. Children of all ages confidently and happily join in with interesting activities that are carefully planned for them. For example, children are engaged in exploring noodles. They patiently persevere as they use chopsticks to pick them up and transport them into different containers. Children who are fascinated by transport go on to learn about a wide variety of different vehicles, such as tractors.

Children follow instructions and know what is expected of them. They behave well and are kind and considerate towards each other. They know how to express how they feel and are aware of their emotions. For example, children independently instigate hugs with the childminder for reassurance when they feel a little unsure. Children learn about the natural world around them. They are eager to carry out bird-watching activities, and instantly recognise a robin who visits the garden. Children gain good physical skills. They explore different ways to move safely as they enjoy action songs where they hop and jump.

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

- The childminder and her assistants evaluate practice effectively. Each day they discuss what children have enjoyed and what they could potentially do differently next time. The childminder closely monitors the quality of care and teaching she and her assistants provide to children. For example, they observe each other interact with children and share helpful feedback, which they use to support their future practice.
- The childminder is pro-active in ensuring she continues to build on her already good knowledge and skills. She attends beneficial training. For example, she has recently learned about the different ways to teach children skills to support their future learning. Therefore, children are being provided with good experiences to help prepare them for their eventual move to school. This includes developing life skills, such as playing games that require them to share and take turns.
- The childminder and her assistants get to know individual children well. This includes their personalities, likes and dislikes. All children have a positive attitude towards their learning, and this helps them make good progress.
- Overall, the childminder supports children to develop good physical well-being. For example, they follow good hygiene routines and are provided with balanced and nutritious meals. However, she does not consistently ensure that all children fully understand the benefits and importance of lifestyles. This includes building on children's interest and questions about oral health, and healthy and less healthy food items as they play.

- The childminder provides good opportunities for children to learn about the importance of equality and diversity. They talk about traditions from around the world. For instance, they make red money envelopes as they learn about Chinese New Year, and make clay candle holders to celebrate Diwali.
- The childminder supports children to develop some good communication skills. For example, she provides children with good running commentary and children are confident to share their thoughts. However, the childminder does not consistently use effective methods to build on children's developing communication skills even further.
- The childminder establishes secure and trusting relationships with parents. She keeps them fully involved and informed in their children's achievements and learning. The childminder routinely shares useful activity and resource bags with parents to take home and enjoy learning with their children. The bags include books, puzzles and games.
- The childminder takes children to visit a range of places of interest to widen children's learning experiences. Children learn about the world around them from first hand experiences. For example, they visit farms to learn about different animals, and castles to learn about history.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of all safeguarding and child protection policies and procedures. They keep their knowledge up to date. For example, they complete regular safeguarding training. The childminder and assistants fully understand the signs and symptoms of abuse to look out for. They know how to raise, and follow up on, any concerning issues that may be identified. The childminder knows how to manage any allegations against herself or adults who live or work at the address. The childminder helps children to understand how to remain safe. For instance, when they visit the beach, they talk about water safety.

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

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

- enhance the support for children to develop a secure understanding of the importance of adopting healthy lifestyles
- strengthen the methods used to build on children's developing communication skills, and promote language even further.

## Setting details

<b>Unique reference number</b>	125896
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263975
<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 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	18 May 2017

## Information about this early years setting

The childminder registered in 2000. She is located in Tonbridge, Kent. She cares for children from Monday to Friday, from 7am to 6pm, all year around. The childminder works with one assistant daily and has three other assistants who work with her on occasion. The childminder receives funding to provide free early education for children aged three and four years. The childminder and one of her assistants holds relevant early years qualifications at level 3.

## 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 setting.
- The inspector carried out a learning walk with the childminder. She assessed the quality of interactions and the learning opportunities the childminder provides.
- 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, her assistant 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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