

Childminder report

Inspection date: 2 February 2023

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 beginning to learn about the world around them. They enjoy many learning experiences that develop their understanding of nature. For example, children recently participated in a national bird survey and can now confidently recognise garden birds, such as a robin. Additionally, children successfully extend their knowledge of garden insects. This can be seen when they are fascinated by a worm as it moves across the garden path.

Children arrive happy and excited to see their friends. They are warmly welcomed by the childminder, who supports them to start the daily routine, such as helping them take off their coats. This builds on their independence. Children quickly settle, choosing what they wish to play with. Children of all ages play nicely together. For example, they work side by side building a track for the trains.

Children improve their communication and language skills. They have plenty of opportunities to independently look at books and listen to stories. This helps them to learn new words, such as 'marbles' that the childminder introduces when reading. Additionally, they thoroughly enjoy exploring a range of props, such as toy spiders, which helps them understand the meaning of words in stories.

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

- The childminder completes a range of assessments, such as the progress check for two-year-olds, to help her identify any emerging gaps in children's development. She uses the information gathered to plan accurate next steps for children's learning. However, she does not always share information about children's progress with other settings children attend to promote continuity.
- The childminder has a strong relationship with parents, who think very highly of her. They comment on how she is very supportive and flexible, particularly when their children started. Parents report that their children look forward to seeing the childminder and enjoy the time they spend with her. Additionally, parents thoroughly enjoy reading the detailed updates they receive about what their children have done during the day.
- The childminder use a range of ways to help children to learn about diversity. For example, she helps them to celebrate festivals from other cultures and talks about different family structures. This helps children to value people who are different from themselves, which prepares them well for modern life.
- The childminder helps children to keep healthy. She uses a range of ways for children to benefit from fresh air and exercise. For example, they visit local gardens and parks where children run and chase each other. This positively enhances their physical skills. Furthermore, the childminder shares information with parents about promoting children's health, such as the importance of tooth

brushing and internet safety. This means parents can build on children's learning at home.

- The childminder has a gentle, calm manner and is a good role model for children. For example, she gently reminds them not to push and supports children to wait for their turn. As a result, children show high levels of respect for her and their peers. This is seen when they listen to what she is saying and respond well to her requests, such as helping to tidy away toys.
- The childminder gives consistent messages about the expectations of children's behaviour. Together they have established 'golden rules' to follow when they are at the childminder's house. This helps children to learn about rules and boundaries, which prepares them well for school.
- The childminder is very organised. She keeps clear and detailed records of all required documentation, which is readily available during inspection.
- The childminder uses a range of ways to keep her knowledge and skills up to date. This includes reading research and exchanging ideas with other childminders. This helps to ensure that children receive consistently high-quality teaching.
- The childminder regularly evaluates the quality of her provision. She reflects on the activities she plans and resources she provides to ensure they are meeting children needs. Additionally, she seeks feedback from children to help her identify any areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of the signs of potential abuse or neglect in children. She understands the processes to follow if she has concerns about children's safety. Furthermore, she knows who to contact in the event of an allegation against herself or a household member. The childminder teaches children how to keep themselves safe. For example, they regularly practise how to evacuate the building in the event of an emergency, such as a fire. The childminder completes checks to ensure her premises, indoors and outdoors, are safe and secure for children to play.

What does the setting need to do to improve?

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

- improve processes for sharing children's learning and development progress with other settings they attend to ensure continuity of learning.

Setting details

Unique reference number	EY372903
Local authority	Kent
Inspection number	10235203
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 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	24 March 2017

Information about this early years setting

The childminder registered in 2008 and lives in Horsmonden, Kent. She cares for children Tuesday, Wednesday and Thursday, from 7.30am to 5pm, all year round. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the areas where childminding takes place and discussed the resources and activities she provides.
- The childminder and inspector discussed the curriculum.

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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