

# Childminder report

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Inspection date: 1 February 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children show they feel happy, relaxed and enjoy their time in the childminder's care. They settle well and are keen to explore the environment and activities available to them. For example, they excitedly choose books to share with the childminder. Children receive endless encouragement and praise in their play, and when they try something new. This helps to build children's self-esteem and confidence. Older children are kind and caring towards younger children. For example, they wait for their turn and share toys.

Children benefit from a variety of learning experiences, which the childminder provides to meet their individual interests. For example, they enjoy imaginative play where they learn dinosaur names. Children develop a love for books. They have regular opportunities to listen to stories, nursery rhymes and repeat familiar phrases. Younger children recognise memorable pictures.

Children respond well to the childminder's consistent behaviour expectations. They listen to her calm and gentle interactions with them. Children receive ample praise to encourage them to be kind and considerate to others and use good manners. Children develop their independence well. For example, they attend to their own hygiene needs and learn to put on their coat and shoes.

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

- The childminder has made significant improvements since her last inspection. She has welcomed support from the local authority to help review her practice and make valuable improvements to raise the quality of her provision. The childminder keeps her knowledge up to date by attending training, webinars and networking with a local group of childminders. Consequently, the childminder reflects on her practice to help her to identify further areas for development.
- Children enjoy a range of interesting activities that help to develop their fine-muscle skills and coordination. For example, they use different techniques to create models with dough. Younger children enjoy stacking bricks to make towers and show delight when they wobble and fall down.
- The childminder teaches children good early mathematical skills. Children learn to sort objects according to size and colour. Furthermore, children learn to count in sequence up to 10 and recognise the difference between 'big' and 'little'. The childminder helps children to use mathematical language in everything they do. For example, children count as they climb steps and recognise colours around the childminder's home.
- The childminder provides healthy snacks and encourages parents to provide healthy meals for their children. Drinking water is readily available throughout the day. However, she has not yet fully considered how to use other

opportunities to help children learn about the benefits of healthy eating.

- The childminder provides a language-rich environment to help promote children's early communication skills. For example, she sings songs and reads books. Children show delight in acting out familiar stories, such as 'We Are Going on a Bear Hunt'. Furthermore, the childminder introduces new words to help promote children's developing vocabulary.
- The childminder helps children to learn about different faiths and religions through story books and role play. However, the childminder has not yet fully considered opportunities to celebrate diversity within her own setting and with children in her care.
- The childminder knows the children extremely well. She observes children as they play and regularly assesses their progress. This helps the childminder to swiftly identify any gaps in children's development. The childminder shares information with parents and other settings children attend to ensure children receive the help they need to reach their full potential. Children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of safeguarding. She carries out risk assessment of her environment and outings well, to keep children safe. For example, she removes hazards in her home and garden that may pose a risk to children. The childminder has a robust understanding of safeguarding issues. She understands the signs that may indicate a child is at risk of harm and the procedures to follow to raise her concerns. Furthermore, she knows what to do if an allegation is made against her or a member of her family.

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

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

- increase opportunities for children to learn about the benefits of healthy eating and lifestyles to support their understanding even further
- provide further opportunities for children to share information about their cultural backgrounds and to learn about the diverse world we live in.

## Setting details

<b>Unique reference number</b>	EY558876
<b>Local authority</b>	Kent
<b>Inspection number</b>	10252442
<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 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	9 August 2022

## Information about this early years setting

The childminder registered in 2018. She lives in Dartford, Kent. The childminder provides care Monday to Friday, for most of the year, with the exception of bank holidays and planned family holidays.

## Information about this inspection

### Inspector

Nicky Chambers

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and how she delivers the curriculum.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence of suitability of those living in the household, first-aid certificates and policies and procedures.

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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