

# Childminder report

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Inspection date: 22 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and have strong bonds with the childminder which successfully supports them to feel safe and secure. They enjoy plenty of praise and encouragement from her which positively enhances their emotional well-being and self-esteem. Children enjoy the homely environment where they successfully develop their imaginations. For example, they thoroughly enjoy making the childminder 'cups of tea' and 'cooking' in the role play kitchen area.

Children demonstrate good manners and show high levels of respect for each other and the childminder. They listen carefully to what she says and willingly help her. For example, when the childminder asks, children clear the table after snack and put their own tissues in the bin. Children learn about boundaries and rules which helps to prepare them for their next stage of learning. Furthermore, even the youngest children, are beginning to manage their own personal needs. This includes wiping their own noses.

Children enjoy many opportunities to keep healthy and to develop their physical skills. For example, they regularly visit local parks where they run and climb play equipment. Additionally, they learn how to safely take risks when they balance on logs in nearby woodland.

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

- The childminder provides a clean, bright and stimulating environment for children. She plans a range of activities that follow children's interests. For example, children who are interested in colours enjoy exploring and sorting multi-coloured pasta.
- The childminder works closely with parents to establish children's starting points. This means she can plan meaningful learning experiences from the outset. However, occasionally, the childminder does not consistently monitor the progress children are making in their learning and development. Therefore, the childminder cannot always plan activities to fully promote learning across all areas of the curriculum.
- The childminder positively supports children to develop their communication and language skills. She skilfully narrates their play and makes good use of opportunities to introduce new vocabulary. For example, she explains the word 'empty' as children pour pasta from one container to another.
- The childminder has high expectations of children. She uses a range of ways to teach them about their feelings. For example, she discuss and shares pictures of facial expressions to help children learn about and understand their emotions. Additionally, she swiftly deals with any incidents of unwanted behaviour in an age-appropriate way. Furthermore, she talks to children about the impact their

actions have on themselves and others which helps them to learn how to self-regulate.

- The childminder is very calm and relaxed in her approach and children behave well. She uses a range of ways to support children to enhance their social skills. For example, she takes them to toddler groups where they learn to share and take turns in a larger group of children. This also helps to promote their confidence.
- The childminder helps children to learn about equality and diversity. For instance, they learn about mobility aids, such as wheelchairs and walking sticks. Furthermore, they celebrate festivals from around the world, such as Chinese New Year. This helps children to understand and respect similarities and differences between people.
- The childminder uses a variety of means, such as discussions with parents and questionnaires, to evaluate the quality of the service she provides. Additionally, she ensures she keeps required training, such as paediatric first-aid training, up to date. However, the childminder does not precisely target her professional development to enhance the quality of teaching to an even higher level.
- The passionate childminder knows the children in her care well. She works closely with parents to keep them up to date with their child's progress and include them in their learning. Parents think highly of the childminder. They comment on how supportive and flexible she is. Furthermore, they are delighted with the progress their children have made since starting at the provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that a child may be at risk of harm. She knows the processes to follow if she has concerns about children's welfare. This includes what to do if there is an allegation against herself or a household member. The childminder closely supervises children. She completes daily checks of her environment to ensure it is safe and secure for children to play and learn. Additionally, she assesses risks when on outings to help identify and minimise potential hazards for children. Furthermore, she teaches children about road safety when they are walking to and from school.

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

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

- improve the monitoring of children's learning and development to inform teaching across all areas of learning
- develop knowledge and skills further to ensure children receive a consistently high quality of teaching.

## Setting details

<b>Unique reference number</b>	126116
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263810
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	12 May 2017

## Information about this early years setting

The childminder registered in 1999. She lives in Tonbridge, Kent and operates Monday to Friday, from 8am to 6pm, all year round. She is in receipt of funding for the free education of children aged three and four years.

## Information about this inspection

### Inspector

Michaela Borland

### 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 setting and has taken that into account in their evaluation of the setting.
- The inspector looked at relevant documentation, including safeguarding documentation.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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