

# Childminder report

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Inspection date: 2 March 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 to attend the childminder's home. They enjoy their time with the nurturing and caring childminder. Children and babies develop trusting and loving relationships with her. They confidently approach the childminder for comfort and cuddles. She takes the time to get to know each child individually. This helps her to assess and plan interesting and challenging activities according to the children's individual interests and needs. Children make good progress in their learning and development.

Children demonstrate that they feel safe and secure in the childminder's home. They confidently explore the well-thought-out environment set up for them. They choose their own resources and toys, sharing these with the childminder and visitors. Children start to manage their own self-care. Older children wash their hands independently and babies are encouraged to feed themselves.

Children behave well. They benefit from a good and consistent routine. This helps children to understand what happens now and what will happen next. Children listen and follow simple instructions, such as tidying up before lunch. Children and babies are encouraged to share and take turns. They enjoy the warm praises that the childminder offers throughout their play, smiling at her with pride.

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

- The childminder plans her curriculum around children's individual interests. She gathers information from parents before children start attending. The childminder observes children's play and skilfully interacts with them to build on their knowledge and skills. This helps her to effectively assess and identify children's next steps. As a result, children make good progress in their learning and development.
- Children's physical development is supported well. The childminder takes children on regular outings, such as to play parks, and soft-play centres, and walks them to and from school. She encourages children to take age-appropriate risks, such as climbing on the climbing frame in the park. This also helps children develop their resilience and confidence. Children develop their fine motor skills while dressing and doing up the buttons on dolls clothes.
- Overall, children language and communication is supported well. Children enjoy joining in with familiar rhymes. The childminder reads stories to the children throughout the day, using props to support their learning. She introduces and explains new words to the children, such as 'wart', while reading a story. Although the childminder interacts positively with children, she does not always provide them with enough time to think and respond to the questions she asks. This results in the childminder sometimes speaking for the children instead of

allowing them time to verbalise their own responses.

- Children learn about oral health and healthy eating. The childminder provides children with fresh fruit for snack and home-cooked meals. She explains to children how to brush their teeth using a mouth model and a toothbrush. The childminder engages the older children in a conversation about their visit to the dentist and supports babies to hold the toothbrush correctly.
- Children use their imagination well in their play. They pretend to cook and serve food to the childminder, discussing what ingredients they will need to make cakes. Children enjoy dressing up and play with the small-world animals. They dress the dolls and put them to sleep in their pushchairs. This helps children make connections to real-life experiences and embeds their learning and development even further.
- Partnerships with parents are good. Parents describe the childminder as 'great'. They comment on the progress their children have made in the childminder's care. Parents praise the childminder for the care she provides to their children. The childminder keeps parents well informed of their children's learning and development, and how to support their learning further at home.
- The childminder is aware of the importance of keeping her knowledge up to date. She completes all mandatory training and continues her professional development. For example, she participates in various courses, both online and in person. She is committed to improving her own knowledge and skills, helping her to deliver high-quality teaching to children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in keeping children safe from harm. She can securely identify and recognise the signs and indicators of abuse and neglect. The childminder has a good knowledge of all safeguarding aspects, including radicalisation and county lines. She knows what to do and who to contact if she has a concern about a child or an adult, including allegations against herself or any members of her household. The childminder has a valid paediatric first-aid certificate. The childminder's house is safe and secure for children. She carries out regular evacuation practices, ensuring children know what to do if an emergency occurs.

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

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

- give children enough time to process their thoughts and ideas when responding to questions, to further support their communication and language development.

## Setting details

<b>Unique reference number</b>	EY386984
<b>Local authority</b>	Medway
<b>Inspection number</b>	10264027
<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 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	19 May 2017

## Information about this early years setting

The childminder registered in 2008. She lives in Chatham, Kent. The childminder offers care from Monday to Friday, 7am to 6pm, throughout the year. She receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Oshra Murphy

### 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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