

# Childminder report

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Inspection date: 9 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate that they are confident and feel secure in the childminder's home and have developed close bonds with her. They welcome visitors and happily engage in conversations with them, keen to show off the toys they play with.

Children learn about their local community and value the different roles of the people within it. For instance, they regularly walk by the fire station to see the firefighters and fire engine. They collect fallen acorns from the neighbour's trees and learn about different fish from the fisherman on the local pier.

Children learn about nature and the world around them. They engage in conversation about the birds they see outside and eagerly await the blossoming fruits on the apple tree. They participate in nurturing and growing fruits in the childminder's garden, such as strawberries and tomatoes. This motivates them to try new foods.

Children behave well. The childminder is a positive role model and has high expectations for the children. They listen well to instructions, such as tidying away their toys before making further choices. They are encouraged to use good manners and share.

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

- The childminder provides a welcoming and inclusive environment. She respects and values each child's individual characteristics and abilities. The childminder helps children to learn about the differences between themselves and others and celebrates their home spoken languages. For example, children listen to songs and keywords in French.
- The childminder supports the children's communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary and models the correct pronunciation of words. This helps to support children's understanding and speaking skills. All children, including those who speak English as an additional language, make good progress in their communication and language skills.
- The childminder shows great enthusiasm as she interacts with children. She engages them well and uses lots of encouragement and praise, which supports them to become motivated learners. This helps children to be motivated in their play as they choose resources around their interests. However, the childminder does not make the most of some opportunities as they arise to extend children's learning even further.
- Children enjoy daily opportunities to be active and enjoy fresh air, regardless of the weather. They make good progress in their physical development and

demonstrate impressive skills and coordination as they navigate around the garden and enjoy a game of football.

- Parents are very complimentary of the childminder and the care their children receive. They are pleased with the progress that children make and the support that they gain. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works together with parents to support their children's development and learning, both at the setting and at home. For instance, the childminder provides tips for toilet training and shares well-loved books with the children and their families.
- Children confidently mould play dough, rolling and patting it to their desired shape. This contributes to developing the small muscles in their hands in readiness for early writing. The childminder skilfully introduces mathematical language, such as 'big' and 'small', and encourages children to compare sizes. Children giggle with the childminder as they make sausages with the dough and pretend to eat them for dinner.
- The childminder is enthusiastic, passionate and committed to ongoing improvements. She regularly reviews her practice and adapts her provision to the needs of the children and to help make positive changes. She attends training and undertakes independent reading and research to help keep her knowledge up to date and to further develop her professional practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She is able to recognise a range of signs that may indicate that children are at risk of harm, and she is aware of the procedures to follow should she have any concerns about a child. The childminder understands how to manage allegations of harm or abuse against herself or anyone who lives in her home. She updates her safeguarding training regularly to ensure her knowledge is current. The childminder's home is safe and secure. Children are reminded to play safely, and all areas are free from hazards. The childminder holds a current paediatric first-aid certificate.

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

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

- strengthen interactions to enhance and extend children's learning even further during spontaneous play experiences.

## Setting details

<b>Unique reference number</b>	2619227
<b>Local authority</b>	Kent
<b>Inspection number</b>	10281053
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021. She lives in Deal, Kent. She cares for children between 8am and 4pm, Monday to Thursday, all year except for family holidays. She receives funding for children aged three and four.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 provider.
- The childminder showed the inspector around her childminding premises to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector.
- Parents' views were taken in account by the inspector.

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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