

# Childminder report

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Inspection date: 21 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 of all ages are confident and happy in the warm and welcoming environment. The childminder plans a wide variety of experiences to motivate children using her well-embedded curriculum. Children have a positive attitude towards their learning and are excited to participate in activities. For example, children who are fascinated by vehicles, go on to sing a song about a bus. They have good opportunities to build on their interest while extending their communication skills. Children have good opportunities to learn about the natural world around them. For instance, they are excited to watch birds visit the garden, and watch them eat and bath in awe. The childminder uses this opportunity to teach children about the names of birds and listen to the different sounds they make.

The childminder is a positive role model. Children know what is expected of them, they are polite and behave well. Children learn about the importance of healthy lifestyles. They are confident to follow health and hygiene practices, such as thorough handwashing routines. Children gain good physical skills. For instance, they use larger, but age-appropriate climbing and balancing equipment at the park. On walks in the woods, they use tree stumps as stepping stones and learn about the different ways they can move their bodies.

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

- All children are happy and settled. They enjoy the company of the childminder and feel safe and secure in her presence. For example, children giggle happily as they play and initiate warm hugs with the childminder. Children have a good sense of belonging and positive levels of well-being.
- The childminder takes time to get to really know children and their individual personalities well. This includes their likes and dislikes. This helps her to plan activities that she knows will interest children and motivate them to learn. For example, children who are interested in cars go on to make their own garage made from materials and building blocks. All children make good progress in their learning.
- Overall, the childminder supports children to develop skills to support their future learning. For example, they independently choose their own play. However, at times the childminder does not allow children to explore and solve their own problems. For instance, she is too quick to tell children how to open a resource and where to place puzzle pieces. Therefore, children do not have consistent opportunities to explore their own ideas and solve problems more independently.
- The childminder supports children to develop some good communication skills. For example, she provides them with good running commentary, and they listen

to her intently. The childminder encourages children to learn new sounds and words. For instance, when reading a book about animals, children learn the word 'jaguar' and the sound it makes.

- Overall, the childminder ensures her practice is inclusive. For example, she teaches children about festivals that she is familiar with, such as St Patrick's Day. However, she does not consistently provide children with more extensive opportunities to learn about other peoples' similarities and differences, outside of their own communities and experiences. This includes other religious beliefs and traditions.
- The childminder is keen to continue to build on her already good knowledge and skills. She carries out regular reading and research to keep up to date. For example, she learns about new activity ideas, such as crafts. She uses this information to keep children motivated to learn in new and interesting environment. For example, children design and create their own hats.
- The childminder establishes secure and trusting relationships with parents. She keeps them fully involved and informed in their children's achievements and learning. The childminder routinely shares information about what children have enjoyed doing and what they have achieved.
- The childminder builds and maintains positive partnerships with staff at settings children also attend. She regularly shares information about the children's next steps in their learning with them. The childminder successfully helps provide children with a consistent approach to their shared care and learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of all safeguarding and child protection policies and procedures. She keeps her knowledge up to date. For example, she completes regular safeguarding training. This includes extending her knowledge on wider aspects, such as county lines and cuckooing. The childminder fully understands the signs and symptoms of abuse to be mindful of. She knows how to raise and follow up any potential concerns she may have for children. The childminder helps children to understand how to remain safe. For instance, when they go on daily walks, children are confident to tell each other to 'stop, look and listen' when crossing the road.

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

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

- provide consistent opportunities for children to explore their own ideas and solve problems with more independence
- extend children's knowledge and understanding of other peoples' similarities and

differences in the wider world.

## Setting details

<b>Unique reference number</b>	125650
<b>Local authority</b>	Kent
<b>Inspection number</b>	10280402
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	18 August 2017

## Information about this early years setting

The childminder registered in 1993. She is located in Chatham, Kent. She cares for children from Monday to Friday, from 7.30am to 5.30pm, all year around.

## Information about this inspection

### Inspector

Kelly Hawkins

### 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 carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder and children at convenient times and considered their views.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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