

Childminder report

Inspection date:

29 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children enter this childminder's home happily and are welcomed by their friends. They settle immediately to play with the toys and games provided. The childminder is kind and caring. She shows interest in what the children are saying and doing. For example, she talks with the children about their recent trip to a local Christmas fair.

Children are happy and learn how to keep themselves safe. For example, when walking to school, the childminder encourages them to stop and look when crossing the road. This supports children's understanding of how to keep themselves safe.

Children enjoy setting up and playing board games together, talking and chatting happily about what prizes will be awarded for the winners. They know the rules and routines of the childminder's home well. For example, when it is time to walk to school, they quickly get ready, helping each other to put away the toys and games. Children are kind to each other. For example, when setting up to play Monopoly, they encourage younger children to join in, and help them to play.

The childminder celebrates children's creativity by displaying examples of their artwork, and praises their attempts. This supports children's confidence and self-esteem. Children are encouraged to make choices. For example, the childminder provides a range of options for breakfast encouraging them to choose what they want and where to sit at the table.

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

- The childminder is a positive role model. She is calm and patient. She praises children's efforts and shows genuine interest in them. For example, she talks with children at the breakfast table about a recent birthday celebration. Children listen well and are polite to each other. This supports their good manners and social skills.
- The childminder knows the children well. She talks about different things children like doing and builds on these interests. For example, children enjoy drawing and colouring and delight in sharing their pictures.
- Parents are overwhelmingly positive about the childminder. They state that she is very flexible and adaptable. They report that their children have made progress and love attending, wanting to come even on days they are not due to attend. They talk highly of the childminder and the care that she provides for their children.
- Children enjoy choosing toys and games to play. They delight in setting up

games together, taking turns and sharing the pieces of a puzzle. The childminder models sharing and turn taking, and children behave very well. For example, older children help younger children to play games. This develops children's social skills and understanding of others. Children are independent. For example, they wash their hands and put their things away.

- The childminder helps children with their homework and provides ideas for parents to do at home to support them further. For example, she helps children with English as an additional language to settle in, sharing ideas to develop language with the local primary school.
- The childminder provides a range of books and stories, which children freely access. Children enjoy dressing up, eagerly trying on masks and talking about different characters. They talk about their favourites together. This supports their language and communication skills and promotes a love of reading.
- The childminder provides a bright and attractive environment for children. They use a playroom and a large garden. Children say they enjoy coming to the childminders and that they like playing with their friends and in the treehouse outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has enhanced her safeguarding knowledge since the last inspection. She is aware of the signs and symptoms of abuse and knows what to do if she was concerned about a child. She has attended recent safeguarding training and has a secure knowledge of what to do if an allegation were to be made against her, or anyone living at her premises. The childminder undertakes daily risk assessments of the premises, including the garden. She has effective safeguarding policies and procedures in place and shares these with parents.

Setting details

Unique reference number	EY379277
Local authority	Kent
Inspection number	10253483
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 10
Total number of places	8
Number of children on roll	8
Date of previous inspection	25 March 2015

Information about this early years setting

The childminder registered in 2008. She lives in Pembury, Kent. She provides care before and after school. The childminder has a relevant childcare qualification at Level 3. She provides care from 7.30am until 8.45am, and 3.15pm until 6pm Monday to Friday in term time.

Information about this inspection

Inspector

Victoria Salisbury

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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