

# Childminder report

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Inspection date: 18 April 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children arrive happy and ready to begin their day. They are warmly greeted and hold out their arms for cuddles from the childminder. The childminder provides a nurturing environment for children. They show they are happy and feel secure in her care. Children self-select resources and activities to lead their own learning, while being well supported by the childminder. For example, when children encounter challenges, the childminder is skilled at asking open-ended questions to develop children's thinking of how to come to a solution on their own. This helps build children's resilience to setbacks.

Children's behaviour is good. The childminder is a positive role model, and children listen and respond to her. The older children are kind and considerate to the younger children. For example, they pass babies resources to include them in their play and are accepting of them wanting to join in and show an interest in what the older children are doing.

The childminder knows the children well. This enables her to plan a curriculum that meets their individual needs. The childminder is skilled at balancing the needs of the various age ranges of children that attend, resulting in all children receiving good levels of care and attention.

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

- The childminder accesses a range of training to support her continued professional development. She has worked well towards the recommendations and actions set at her last inspection. For instance, she has developed her understanding of how children learn. This supports her in providing a well-sequenced curriculum that focuses on what children need to learn next. This helps children to make good progress from their starting points.
- The childminder is effective in teaching children early mathematical concepts through her interactions as they play. For example, as children explore toy cars, she introduces sizes such as 'big' and 'small', as children place cars in size order. As children make cups of 'tea', the childminder consistently points to each item as she counts. This encourages children to repeat the numbers back and helps them to learn the value of numbers.
- The childminder provides continuity in care and learning for children who attend additional settings. For instance, she makes herself known to the settings and builds a relationship with the children's key person. This enables her to share and gather information to support the children within her care. This effective approach means that children are well supported and learning and development are promoted well.
- Children develop positive attitudes to healthy lifestyles. They are provided with

daily opportunities outside to explore and develop their physical skills. Children use the garden as well as visiting local parks and places of interests, such as local brooks and rivers. Babies are showing a desire to pull themselves to standing and preparing to take their first steps. However, inside, there are limited resources to allow babies to practise and refine this skill. This does not fully support babies who are ready for this next step in their development.

- The childminder has a warm and kind approach to the children. She engages well with babies by soothing and calming them and responding to their babbles. She holds conversations with older children to enable them to connect their learning and speak about their interests. However, the childminder does not use books or songs effectively as part of the daily routine to further enhance children's language development and a love of books and stories.
- Partnerships with parents and carers are good. Parents describe the childminder as 'kind and caring' who comes 'well recommended' by other parents. Effective settling-in visits when children start enable the childminder to get to know the children well before they are left with her. The childminder invites parents into the setting at the end of the day and gives verbal feedback about what children have been doing and learning. Since the last inspection, the childminder has developed this further by sharing activities with parents to encourage learning to continue at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has increased her knowledge of child protection and safeguarding. Since the last inspection, she has undertaken further training to ensure that she has the most recent information about what to do if she has concerns about the welfare of children. The childminder is able to speak about areas of abuse and how these may impact on children. She understands the role of the local authority designated lead and the importance of referring any allegations about herself or members of her household. This ensures that children are kept safe and only have access to people who are safe and suitable. The childminder completes daily risk assessments to ensure that her house and garden is safe and secure. When going out of the setting, she will visit places first to ensure that they are suitable and will meet the needs of the children.

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

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

- provide increased opportunities for babies to practise their walking skills and climb to help further support their physical development
- develop ways of incorporating more books and singing into the children's daily routine, especially for the youngest children.

## Setting details

<b>Unique reference number</b>	EY433687
<b>Local authority</b>	Kent
<b>Inspection number</b>	10269512
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	30 November 2022

## Information about this early years setting

The childminder registered in 2011 and lives in Boughton Monchelsea, Kent. She operates Monday to Friday, throughout the year, from 7am to 6pm.

## Information about this inspection

### Inspector

Kelly Southern

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to several 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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