

Childminder report

Inspection date: 26 April 2023

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

What is it like to attend this early years setting?

The provision is good

Children feel safe and content in the childminder's home-from-home setting. Children are keen to welcome their friends and run to the door in excitement when they arrive. They instantly engage in conversations about what they are going to do, and leave their parents with ease. Children are keen to get busy in the well-planned and resourceful environment. The childminder knows the children well. She provides resources and activities that focus on the children's interests to support them when they first arrive.

Children develop incredibly close bonds with the childminder and her assistants. This helps them feel secure. The childminder has a good knowledge of the early years foundation stage. This supports her in developing an ambitious curriculum that gives children the skills they need for future learning. She makes excellent use of the local community to broaden the experiences she provides for the children. This is particularly important to the childminder since the COVID-19 pandemic, to ensure that children have opportunities to socialise and be confident in their local community.

Children behave well. The childminder has ensured that her rules and boundaries have been embedded well. Children are kind and respect these rules. For example, children who are interested in having a go at pushing the doll's pram confidently approach other children who are playing and ask for a turn. Children show maturity and sort things out between themselves, needing little input from adults.

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

- The childminder plans a broad curriculum that is ambitious for all children. The childminder and her assistants understand the range of skills that children need in order to develop and extend their learning. They provide meaningful opportunities for children to learn from each other. For example, when setting the table for snack time, the childminder asks the children to get the correct number of chairs ready. Older children confidently count and then ask the younger children to help get 'one more chair'. This supports children's mathematical development.
- The childminder knows the local area and provides many exciting opportunities for children to be outside and explore. For example, upon noticing that there was little happening in the local area on Mondays for young children, she has set up a toddler group in the church hall. Children in her care attend with her and get to mix with larger groups of children. This supports their social skills. They also visit the local park to explore their physical development, visit museums and are regulars at the library, where children choose books to support the topics they are learning about. Children are keen to talk about their trips out and recall

them in great detail, suggesting ideas of other places they could visit.

- The childminder and her assistants support children to carry out some tasks by themselves. For instance, children know when to wash their hands and are learning to recognise when they need to blow their noses. However, at times children show that they are ready for more independence. For example, staff will serve the children their snacks and dish up their lunches. This prevents children from developing even higher levels of independence in their self-help skills.
- The childminder is reflective. She regularly undertakes further training to support her professional development, and then shares this with her assistants. For example, she has recently undertaken training about how to support children's role play. This has supported her in providing meaningful opportunities that encourage children to engage and communicate with each other.
- Children's emotional development and well-being are placed as a high priority. The childminder is warm and responsive to children. This is reflected in how happy and secure the children are. The childminder is tuned into the children's individual needs. For example, when children are tired she provides them with their home comforters and gently rocks them to sleep. When children wake, they are embraced in cuddles and spoken to in hushed voices, so they can adjust back to their surroundings.
- The childminder and her assistants support children's developing language skills well. For example, they will provide a commentary as children play and introduce new words. This is further developed as staff sing and read stories with the children. However, at times the childminder and her assistants do not give children enough time to process their thoughts, in order to express their ideas when responding to direct questions as they play.
- Partnerships with parents and carers are strong. The childminder's effective settling-in visits allow parents and children to form a connection from the very beginning. The childminder regularly shares information with parents which enables them to continue their children's learning at home. Parents are welcomed into the setting at drop-off and pick-up times. This provides further opportunities to share important information. Parents describe the childminder and her assistants as 'extended family members'. As a result, children thrive under her good-quality care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand the importance of effective safeguarding. They regularly update their knowledge through online courses and discuss changes to policy and practice. The childminder understands her duty to report concerns and is secure in her knowledge of how to do this. All staff are aware of the role of the local authority designated lead, and how they need to report any allegations about people working or living in the premises. The childminder is very aware of the local area and what could pose a risk to children. When outside of the setting children are taught about road safety and what to do if they are approached by someone they do not know. The childminder has thorough

processes in place when recruiting assistants to ensure their suitability. The environment is well risk assessed each day to ensure that it is suitable for the children to use.

What does the setting need to do to improve?

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

- recognise when to promote children's independence skills further, such as during daily routines
- develop teaching to allow children time to develop their communication skills.

Setting details

Unique reference number	2619489
Local authority	Kent
Inspection number	10280916
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	1 to 4
Total number of places	3
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Sevenoaks, Kent. She works Monday to Friday, from 7.30am until 5.30pm, all year round. The childminder holds a childminding qualification. She works with two assistants on various days. The childminder is in receipt of funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Southern

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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