

# Childminder report

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Inspection date: 27 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled during their time with the childminder. They display good social skills as they interact with their friends, responding positively to the childminder as she makes requests. For example, children have fun as they push cars back and forth to one another. The childminder supports children with turn-taking as she says 'ready, steady, go', encouraging them to wait patiently. This opportunity allows children to build on their social interactions.

Children display a secure understanding of the routine and expectations. The childminder has high expectations for children, who know to help tidy away their toys before moving on to the next activity. This helps to prepare children for what is coming next. For example, children know to wash their hands before sitting at the table for mealtimes.

Children have opportunities to develop their hand-eye coordination and fine motor skills. They became engrossed in a threading activity created by the childminder. Children show high levels of focus and concentration as they work hard to thread string through tubes of pasta. The childminder is a good role model as she demonstrates and explains how to position the piece of string correctly. As a result, children persevere and successfully thread the pasta by themselves. This gives children a sense of achievement, helping to develop their confidence.

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

- The childminder knows the children well and has a good understanding of children's age and stage of development. She provides age-appropriate opportunities for children to engage in learning and extends their interests. For example, pre-school children are learning to recognise the letters in their name. This helps children to make good progress in their learning and development.
- The childminder recognises the importance of supporting children's communication and language skills. She often repeats words and phrases back to children to support their pronunciation. The childminder introduces new words to children during their play. For example, as they engage in the threading activity, the childminder introduces words such as 'lower' and 'tighter'. This helps children to build on their vocabulary.
- The childminder provides opportunities for children to develop their independence. For example, children know to hang up their coats and take off their shoes when they arrive at the setting. However, at times, due to the organisation of the environment, the childminder has to support children to be able to access resources. This restricts children in becoming independent learners as they are unable access the resources freely.
- The childminder teaches children about how to keep themselves safe. For

example, she gives them regular and gentle reminders about sitting correctly on chairs. This helps to assure children's safety and develops their awareness of risks, encouraging children to think about their actions.

- The childminder supports children to develop their fine motor skills. For example, they engage in mark-making activities using pencils. Children show an interest in exploring play dough. This helps them to develop their smaller hand muscles in preparation for early writing skills. However, the childminder does not consistently provide the same opportunities for children to develop their gross motor skills. For example, younger children become restricted when they show an interest in climbing.
- Parents speak highly of the childminder. They describe her as being 'trustworthy, caring and flexible'. Parents comment on how happy their children are when attending the setting and the good progress they have made in their development. Parents like the daily updates they receive about their children's activities. Overall, the childminder has good partnerships with parents.
- The childminder works closely with parents and other professionals to ensure children with special educational needs and/or disabilities (SEND) receive the support they need. The childminder offers support and advice to parents when going through the referral process. She uses visual aids regularly to support children's understanding. As a result, children with SEND are making good progress in their learning.
- The childminder is clear about her strengths and can identify areas she wants to improve, such as improving the garden space to provide more physical opportunities for children. Currently, the childminder takes children on trips to the local park.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She completes safeguarding training regularly to ensure her knowledge is kept up to date. The childminder knows the potential signs and symptoms of abuse, including unexplained marks or bruising. She is aware of the risks associated with extremist views, such as the 'Prevent' duty and female genital mutilation. The childminder understands her legal duty to protect children from harm and knows who to contact if she has concerns about a child's safety. She knows what to do if an allegation is made against herself or a family member living in her home. Children are learning how to keep themselves safe during play.

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

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

- improve the organisation and storage of resources to allow children to access

them more freely

- develop the environment to provide more opportunities for younger children to engage in physical activities.

## Setting details

<b>Unique reference number</b>	EY375896
<b>Local authority</b>	Kent
<b>Inspection number</b>	10280542
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	24 August 2017

## Information about this early years setting

The childminder registered in 2008 and is located in Maidstone, Kent. The childminder offers flexible care, operating mainly from 8am to 5pm, Monday to Friday, all year round, excluding personal holidays. She holds a relevant level 3 qualification. The childminder receives funding for the provision of free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Jasmine Nelson

### 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 spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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