

# Childminder report

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Inspection date:

26 September 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 demonstrate that they feel happy, safe and secure in the homely environment. On arrival, children are warmly welcomed by the childminder. Children freely explore the activities that are on offer and quickly engage in their play. For instance, children independently access the outdoor and indoor environments, choosing where they would prefer to be.

The childminder knows the children well. This supports her to implement a curriculum that is well planned around the children's interests and their current levels of development. For example, the curriculum focuses on developing children's speech and language skills. The childminder creates a language-rich environment in which children share their ideas and sing familiar songs. All children, including those with special educational needs and/or disabilities (SEND), make good progress.

Children behave exceptionally well. The childminder has clear rules and boundaries that children respect. Children play and interact together well. The skilled childminder knows when to step back and when to engage in children's play, allowing them to problem-solve, interact with their peers and think for themselves. Children respond well to regular praise and encouragement from the childminder. This contributes to their high levels of self-esteem. Children show positive attitudes to learning.

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

- The childminder plans interesting activities using her secure knowledge of child development. She has high expectations of what she wants children to achieve in preparation for their transition to school. She works closely with parents, carers and outside agencies to support children with SEND. She joins meetings with therapists and parents to share her knowledge of the children and to learn strategies to support them. This provides continuity for children and supports them in making the best possible progress.
- Children enjoy being physically active in their play. When outside, children practise their emerging physical development by exploring how toys with wheels move. They learn to manoeuvre their bodies in various ways to crawl through tunnels and navigate the steps to the slide. The childminder understands the importance of fine motor development to strengthen children's muscles ready for holding tools and equipment. This is developed through craft and sensory play as children peel and stick objects and manipulate play dough.
- Parents speak incredibly highly of the childminder. They feel included in their children's progress and praise the well-organised settling-in visits that enable their children to feel settled and confident. Parents feel that they have their

voices heard through daily discussions and regular parent questionnaires that take account of their views.

- Children are starting to recognise the differences between themselves and others. For example, the childminder provides books and resources that represent children with various disabilities. However, she has not yet fully established a curriculum that promotes diversity. Children do not have consistent opportunities to learn about communities, faiths and religions that are different to their own.
- The childminder uses daily outings to broaden children's knowledge. For example, she takes children to the library to choose books to use at home, and they regularly visit local farms and parks. In addition, the childminder regularly takes children out for walks in the local community and meets with other childminders to help children socialise with larger groups of children. These experiences help children to understand the community where they live.
- Children enjoy one-to-one time to sit with the childminder to look at photos in their journals. They recall with delight past experiences and share what they remember. For instance, children look at photos of them exploring an oral health activity. They ask for this activity to be out again and speak about needing to brush their teeth for 'two minutes'. They set the timer to learn how long two minutes is. This supports children to embed their learning and build on what they already know and can do.
- Children develop independence and self-help skills during routine times of the day. For example, they know to wash their own hands ready for snack and lunch. Children enjoy helping to prepare their own fruit, using knives to cut it into bite-sized pieces. The childminder uses this opportunity to reinforce messages to children about the benefits of healthy eating. Children speak about 'fruit being healthy and good for your body'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her or family members, the childminder knows the procedures she must follow to report these concerns. Safeguarding policies and procedures are implemented effectively to protect children from the risks of harm. The childminder regularly checks her environment to ensure that it is safe for children to attend.

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

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

- provide further opportunities for children to learn about other cultures, faiths

and religions, to support their understanding of diversity.

## Setting details

<b>Unique reference number</b>	EY449965
<b>Local authority</b>	Kent
<b>Inspection number</b>	10310651
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 July 2019

## Information about this early years setting

The childminder registered in 2007. She lives in Kings Hill, West Malling, near Maidstone, Kent. The childminder operates her service Monday to Friday, from 7.30am to 6pm, for most of the year, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years.

## 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 and the inspector had a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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