

# Childminder report

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Inspection date: 12 October 2023

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<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 arrive and settle quickly at the childminder's home. They are confident to say goodbye to their parents and rush off to play. The childminder has built strong relationships with the children and knows them well. Children communicate what they need, and the childminder responds swiftly by helping them get out resources. Activities focus on children's interests. For example, when children talk about a cat, the childminder gets out the cat puppet for the children to play with.

The curriculum is well planned to ensure that children are ready for the next stage of their learning. They are not moved on in their learning too quickly, which allows them time to explore their new knowledge and test out new ideas. When painting, children use a variety of materials to make marks, for example using paint brushes, toy-car wheels and conkers. Children engage in their learning and concentrate for long periods of time.

Children behave well in the setting. They are supported well to understand boundaries. For instance, they receive gentle reminders not to climb on the chairs. The childminder uses effective strategies to divert their attention back to their play and learning. They respond well to praise as they use musical instruments while they sing and dance to nursery rhymes.

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

- The childminder provides children with a warm and welcoming environment. She responds sensitively to children's needs. When they tire, they sit and snuggle in with the childminder for a cuddle. They relax while they listen to stories. This strong bond shows that children feel safe and secure in the childminder's home.
- The childminder knows the children well. She carefully plans around their interests. For example, children have learned Sign language for 'bird'. They listen to stories so that they can practise. When children hear a bird singing outside, they look up to point to the trees, signing bird. This demonstrates that children can remember long term what they have learned.
- The children enjoy spending time outside in nature. On a walk, they look for wildlife. They carry small toy animals, and when they see a squirrel in a tree, they find the matching toy animal. The childminder takes photographs so they can look back through the pictures. They talk about what they have seen. This develops children's communication and language skills.
- All children make good progress. Those who need help receive swift intervention. The childminder works closely with parents and professionals. However, the childminder does not always work in partnership with staff at other settings that children attend, to provide consistency.
- The childminder has devised and implements a well-sequenced curriculum that

successfully builds on what children know and can do. For example, she takes children out to collect materials to make collages. Children carefully use a feather to paint with and roll conkers to explore textures. By repeating activities, children get the most out of their learning.

- Partnerships with parents are strong. Parents feed back that the childminder is always professional and respectful. The childminder provides daily updates and photos of the children having fun. Parents say that since starting at the childminder's, their children 'have come on in leaps and bounds'. They have seen an increase in children's confidence and social skills.
- Children help to tidy up after themselves. They are keen to put toys back in the boxes and then choose what to play with next. However, sometimes the childminder is too quick to intervene rather than letting children do things for themselves. For example, she cleans their hands with a flannel when children can do this for themselves. This does not always support their growing independence.
- The childminder takes children out to support their learning. For example, they visit wildlife parks, and attend toddler groups and the local transport museum. This enriches the experiences that they have. Children meet a wide range of people. They learn about their local diverse community and beyond.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a clear and robust understanding of her responsibility to keep children safe from harm. She has undertaken safeguarding training covering a wide range of safeguarding issues. This includes domestic violence and female genital mutilation. The childminder knows the potential signs of abuse. She has appropriate arrangements to report any child protection concerns or to respond should an allegation be made about herself or anyone living in her household. Effective risk assessments ensure that children are safe in the childminder's home and when in the local community. This includes supervision of children at meal times.

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

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

- strengthen systems to work in partnership with other settings, to provide continuity in children's care routines and learning
- enhance the support for children to develop independence in their self-care.

## Setting details

<b>Unique reference number</b>	EY308074
<b>Local authority</b>	Kent
<b>Inspection number</b>	10288874
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	3 November 2017

## Information about this early years setting

The childminder registered in 2005. She lives in Ramsgate, Kent. The childminder cares for children on Tuesday to Friday from 8am to 5.30pm, all year round. The childminder is registered to receive funding to provide free early education for children aged two, three and four years. She holds a relevant level 3 early years qualification.

## Information about this inspection

### Inspector

Jennie Winchcombe

### Inspection activities

- This was the first routine inspection the childminder had 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's provision.
- The childminder showed the inspector the premises and discussed how they ensure that indoor and outdoor environments are safe and suitable.
- The inspector and childminder talked about the education provided and assessed the impact that this was having on children's learning.
- The childminder and inspector jointly evaluated an adult-led activity.
- Parents spoke with the inspector and provided written feedback about the education and care their children receive with the childminder.
- 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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