

Childminder report

Inspection date: 30 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this fun and engaging setting. The childminder and her assistants work hard to provide a safe and stimulating environment. Children settle quickly to activities and resources that appeal to their curiosity. For example, the childminder creates opportunities for children to explore autumnal items, such as pumpkins, leaves and acorns. Children explore the sensory aspects of the items as they learn new words and vocabulary. The childminder provides books and stories with a similar theme for children to share together in quiet and cosy surroundings. Children are absorbed in their play as they enthusiastically find out about new concepts.

Children behave well as they have a wide range of opportunities available to engage them. They enjoy swimming in the childminder's pool and benefit from various outings in the local community. For example, children show an active interest in farming. The childminder takes them to visit farmland and observe the vehicles and other equipment in action. She then provides resources back at the setting that allow children to engage in small-world play. They use their imagination as they recreate the farmyard scenes.

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

- The childminder places a high focus on outdoor play. All children enjoy a curriculum that enables them to be active and learn to develop physically. The childminder plans activities that enable children to be out in all weathers. Children make independent choices about where they would like to play and collect their own belongings, such as their coat and boots. They happily report the changes to the weather throughout the day as they learn to identify and manage their own personal care.
- The childminder uses her knowledge of child development to plan a curriculum that enables children to meet their full potential. As children settle, the childminder and her assistants find out about their interests. For example, they issue families with 'chatterboxes'. Children place things in here from home that they would like to share at the setting. The childminder then uses this information to plan for future learning, which helps children achieve well.
- The childminder does not offer consistent support to her assistants to help them find the right balance in their interactions with children. For example, the assistants carefully prioritise the care needs of children, such as changing their nappies and supervising them during mealtimes. However, at times, they do not recognise opportunities to provide the best possible learning opportunities for all children. They do not consistently encourage key skills and new concepts during these important routines of the day.
- The childminder and her assistants support children who speak English as an

additional language well. They use communication strategies, such as Makaton signing, to help children to express their wants and needs effectively. The childminder has effective systems in place to support children with special educational needs and/or disabilities to make good progress. She understands the procedures for accessing information from other settings that children may attend to ensure a consistent approach.

- Parents value the strength of partnership that the childminder provides. They share that the childminder has visited their home to spend time with their child during initial separation and settling-in periods. This helps the childminder to build secure relationships with children in a familiar place, so they build trust and confidence with their key person. Parents also praise the childminder's communication and information sharing strategies. They feel well informed about their child's next steps and progress.
- The childminder is reflective in her practice and is dedicated to providing the best possible support for the children in her care. She offers her assistants time and help to fulfil some aspects of their continuing professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a sound knowledge of safeguarding policies and procedures. They know how to identify any concerns about a child's welfare and how to report these promptly to the appropriate authorities. The childminder and her assistants are aware of safeguarding issues, such as their responsibility under the 'Prevent' duty. They understand the procedure should an allegation arise. The childminder has a detailed fire evacuation procedure and ensures that all assistants understand what to do should they hear the fire alarm. The childminder demonstrates that she can risk assess effectively to help minimise any potential hazards to children.

What does the setting need to do to improve?

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

- strengthen the arrangements to identify and address any areas for improvement in assistants' practice.

Setting details

Unique reference number	115731
Local authority	Kent
Inspection number	10317829
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 3
Total number of places	9
Number of children on roll	17
Date of previous inspection	20 February 2019

Information about this early years setting

The childminder registered in 2001 and lives in Ashford, Kent. She works with two assistants. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday. She provides funded early education for three-year-old children. The childminder holds a relevant early years qualification at level 5.

Information about this inspection

Inspector
Kate Williams

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistants and the 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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