

Childminder report

Inspection date:

17 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming home, where she strives to give children the best start in life. Her calm and gentle nature supports her belief that all children can become happy, confident and independent with the right encouragement. The childminder's nurturing manner supports children to quickly form a close bond with her and to settle in her care. Children often hold their arms up to her for cuddles and comfort. They sit on her lap and smile at her when she talks to them. Older children beam as they enjoy playing games with her.

Children behave well. They understand the childminder's expectations and follow simple instructions well, such as washing their hands before they eat. Children mirror the kindness that the childminder shows them, by treating their friends with care and consideration. The childminder helps children to develop a positive attitude towards learning. She encourages them to engage in play and activities, where they concentrate and show interest in the resources provided.

The childminder knows children well and provides activities based around their interests to support their learning and development. She focuses well on helping children to gain the necessary skills to move on to school, such as concentration, turn taking, listening and social skills. Together, they regularly visit the local park, the library and many groups where they can interact with other children. Children talk about how much they enjoy these experiences, which builds their knowledge of the world around them.

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

- The childminder knows the children she cares for well and provides resources that they enjoy. Children are given lots of free choice and time to practise their skills. The childminder regularly uses assessment to consider children's next steps. However at times, she does not focus her teaching as sharply as possible on what individual children need to learn next. This means that while they enjoy the activities, the childminder does not always support them to extend their learning further.
- The childminder is a good role model for children's communication and language. She uses narration as younger children play. She allows children time to speak and explain themselves clearly, and she listens and responds well to further their understanding. The childminder regularly shares stories and information books with children, where they enjoy cuddling up close and exclaim with excitement as they read.
- Children are positive about their learning and concentrate well on the activities provided. With the childminder's clear explanations and guidance, they understand what they are doing and fully engage. Children enjoy making

firework pictures for Diwali and painting Diva lamps. The childminder encourages younger children to engage, by repeating 'stamp, stamp'. Young children are fascinated by the patterns they create. They smile and jiggle around, enjoying the praise from the childminder as they 'stamp' more.

- The childminder supports children to begin to understand what others might feel and how their actions can affect others. She talks to children about why it's important to be kind and about people's feelings. Children find and offer appropriate toys to make their friends feel better when they are sad. They praise others when they win a game, and they think about saving a piece of their home made cake for the childminder.
- Children have a good understanding of how to keep themselves safe. The childminder talks to them about risks outdoors and the importance of self-care. Children talk about needing to be careful near roads because of the cars. They know they need to stay in the childminders sight when they are out so they don't get lost. This supports children to be confident and to explore their independence in a safe way.
- The childminder has built strong partnerships with parents. Parents say her house feels like a 'second home' and they highly value the advice and support she offers them. They appreciate the home learning ideas she provides to support their children further. However, the childminder does not communicate with other settings that the children attend. This does not provide them with a continuity of learning.
- The childminder regularly seeks professional development opportunities. She utilises local child-minding groups and the support of the local authority to ensure her training and knowledge is of a good standard. Her commitment to professional development helps to ensure that children receive a good quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role with regards to safeguarding. She is clear on signs and symptoms to look out for, how to record safeguarding incidents and where to refer child protection concerns to. The childminder completes regular training to update and expand her knowledge. She undertakes daily effective risk assessments of the setting, to help reduce and minimise any potential hazards.

What does the setting need to do to improve?

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

- focus more precisely on the skills children need to learn next, to help children make consistent progress in their learning

- work in partnership with the other settings that children attend, to strengthen the continuity of care and learning that children receive.

Setting details

Unique reference number	EY272924
Local authority	Kent
Inspection number	10289118
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	3
Number of children on roll	3
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2004 and lives in Tunbridge Wells, Kent. She provides care all year round, from 7.30am to 5.30pm on Monday, Wednesday, Thursday and Friday. The childminder receives funding to provide free early education for children aged two, three and four years. She has a degree in early years.

Information about this inspection

Inspector

Nina Harvey

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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