

# Childminder report

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Inspection date:

21 November 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

The childminder provides a safe and nurturing environment for all children. She provides them with a space where they feel comfortable to talk and to explore friendships and new skills. Children cheerfully run to the childminder and greet her with cuddles when she collects them from school. They are excited and happy to spend time with her and talk to her about their day. The childminder is eager to listen to them and engages them in meaningful two-way conversations.

The childminder helps children to learn about including others in their play and how to be kind and respectful to their friends. Children thoroughly enjoy engaging with each other and learn from each other's confidence and knowledge. The older children proudly talk about how they support and look after younger, newer children, sharing their special items with them. The childminder provides a variety of resources for children, which they happily focus on for long periods of time. They enjoy activities, such as magnets, building blocks, board games and dressing up, as well as being encouraged to practise their gymnastics skills. Children calmly cooperate with daily rules and routines, which have been embedded well.

Children enjoy taking part in a range of experiences that enhance their learning and development. For example, they enjoy creating their own 'worry-box' for the setting, make codes for each other to solve and learn about making three dimensional shapes. The childminder's gentle approach supports children to have an open and honest culture, where they discuss feelings and behaviours. The home has a happy and supportive atmosphere, where children thrive and build upon their existing skills.

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

- The childminder carefully considers children's interests and their ages when planning what play-based activities she will set out. She pays particular attention to providing activities for new children, to make sure they quickly feel included and part of the setting. Children are focused in play with their friends, where they often smile and giggle together. They excitedly share resources and develop games. For instance, they create fair tests for who has built the strongest car and who can make the best doll.
- The childminder uses very consistent and fair boundaries with children. They all understand what is expected of them and why it is important to follow the rules and routines. Children remind each other of how to remain safe, healthy and how to treat each other and the home with respect. Older children support younger ones to remember what they need to do and caringly guide them.
- The childminder provides a positive culture to talk about behaviour. She ensures

all children understand each other and their different needs. She talks sensitively to children about the consequences of their actions. Children respond well to this and can solve problems between themselves, but also feel confident to ask the childminder for support, where necessary.

- The children all show a clear bond with, and fondness for, the childminder. They relish in her joining in with their games of hide and seek and often ask her to play with them. She models good skills for forming friendships with mutual respect, kindness, and compromise.
- The childminder is passionate about supporting the children in her care and their families. She has built good relationships with parents and ensures this helps her to meet the needs of children effectively. The childminder communicates well with teachers at the local school. However, she is not clear on the strategies school use to support children with emerging special educational needs/and or disabilities. This could provide more consistency and continuity of care to enhance their well-being.
- The childminder strives to continue to expand on her own knowledge and skills. She actively seeks additional training that will help her to better support the children in her care. She remains in close contact with other childminders and the local authority for advice and support. She is a dedicated, kind and caring childminder, who strives to provide the best care for all children.

## 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. The childminder completes regular training to update and expand her child protection and safeguarding knowledge. She has rigorous procedures in place to ensure safe collection and pick ups for all children.

## Setting details

<b>Unique reference number</b>	EY417274
<b>Local authority</b>	Kent
<b>Inspection number</b>	10308325
<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>	4 to 10
<b>Total number of places</b>	9
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

The childminder registered in 2010 and lives in the village of Sandhurst in Kent. She operates Tuesday to Friday from 3pm to 6pm. She works term time only, with the occasional holiday care where necessary. She has a relevant childcare qualification at level 3.

## 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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.

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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