

# Childminder report

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Inspection date: 11 January 2024

<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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children are given opportunities to develop their independence and confidence throughout their day. The childminder understands what each child can achieve independently, at an age-appropriate level. For instance, children are encouraged to get themselves ready by putting on their coats and shoes, and they select their own toys and resources. The childminder has a gentle and calm approach with the children, and they understand the rules and why they are important to follow. Children have a lovely, close bond with the childminder and are confident to ask for help when needed.

The childminder captures children's interests and plans thoughtful and interesting activities for the children in her care. For example, she creates messy play and creative trays for the children which are linked to the areas of learning. Role-play opportunities have been carefully planned and modelled by the childminder which the children enjoy using independently as well. For instance, the play kitchen is used for children to pretend to make cakes, and the cushions are used by children to pretend they are on a bus. The childminder understands the importance of these games to help children progress in their communication and social skills.

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

- The childminder uses the local area to teach children about being safe outdoors and learn about their community. She visits places, such as the library, café and parks, where children broaden their physical development and social skills. Children also learn about the wider world and celebrations such as Diwali.
- Children develop their communication and learn new vocabulary through opportunities given by the childminder through play. However, younger children are not consistently supported in their speech pronunciation and individual sounds.
- Parents speak highly of the childminder and are happy with the communication they receive about their child's progress. The childminder works in partnership with parents to ensure children have a consistent approach to milestones such as potty training and bedtime routines. Parents describe the childminder as 'kind, caring and patient' and are confident to approach her to discuss information about their child.
- On occasions, too many learning intentions are planned for one activity and children lose focus. The childminder plans fun and engaging activities linking to a story to focus on several areas of the learning. However, sometimes, children do not have sufficient time to practise and embed new skills.
- The childminder recognises the importance of ensuring children are ready for their next stage in their development and education. For example, when children are starting school in autumn, she ensures they can complete simple skills

independently. Children practise recognising their name and learn sounds through games and looking at symbols in the environment.

- Snack time is used effectively for children to talk to the childminder and to have conversations. Children sit together and are given healthy snacks and encouraged to have their drinks. The childminder reminds them about the importance of sitting when eating and why this is important. The children talk to each other and practise important social skills, take turns and listen to one another.
- The childminder completes regular training for safeguarding and first aid and wants to further her knowledge. She reflects on her practice and the children's learning environment and makes appropriate changes based on the children attending. For example, she recently added more written print into the children's areas to increase their exposure to this. She is also keen to develop her knowledge of special educational needs and/or disabilities and is due to attend an autism awareness course.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- refine the planning of activities so that they are matched more precisely to what children need to learn and provide opportunities for children to practise and embed new skills
- increase the opportunities for children to hear clear speech and learn the correct pronunciation of words to help their language develop effectively.

## Setting details

<b>Unique reference number</b>	2649536
<b>Local authority</b>	Kent
<b>Inspection number</b>	10308680
<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>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in September 2021. She lives in Ashford, Kent. The childminder provides care from Monday to Friday, 7am to 6pm, all year round. She receives funding to provide free early education for children aged three and four years.

## Information about this inspection

**Inspector**  
Jade Mellin

### 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector read reviews from parents and took account of their feedback.
- The inspector spoke to children to find out about their time at the setting.

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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