

Childminder report

Inspection date: 12 February 2024

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

The provision is good

All children are confident and settled in the childminder's inviting home and they are visibly excited to be there. The childminder implements a motivating and challenging curriculum that helps keep children engaged in their learning. She has a high expectations of children and their abilities, and her curriculum reflects this well. Children enjoy a story about a bear hunt. They are keen to repeat sounds and talk about how the characters in the book may feel. For instance, they understand they feel sad when people fear them. The childminder extends children's learning and teaches them about the natural world around them as they go on their own hunt to find a bear using magnifying glasses. Children are confident to retell the story and the childminder helps bring their imagination alive.

The childminder is a positive role model and children behave well. They are caring towards each other and happily play together. They share with good levels of maturity and kindly praise each other's work. The childminder teaches children about the importance of healthy eating. For example, they talk about the importance of washing away germs as they wash their hands. Children are excited to grow their own healthy produce, such as strawberries and raspberries.

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

- The childminder establishes positive and trusting relationships with children. She knows children well and this includes understanding what makes them unique. Children feel at home with the childminder and show high levels of self-esteem. For example, they initiate hugs with her, and they happily laugh together as they play games together.
- The childminder supports children to develop good communication skills. This includes children who speak English as an additional language. For example, children hear a wide range of vocabulary in both English and French. The childminder allows time for children to respond to her interesting questions and children communicate with confidence.
- Overall, children have a variety of experiences to help them to make good progress in all areas of learning, including arts and design. For example, they create symmetrical butterflies with paint. However, we recommend the childminder encourages children to express their own unique ideas in creative experiences to further extend their learning more consistently.
- The childminder ensures her practice is diverse and inclusive. For example, the childminder fully includes and uses children's first language during discussions and when they read books. However, we recommend the childminder provides children with more extensive opportunities to learn about other people's communities and experiences, such as differing cultures and traditions.
- The childminder establishes positive relationships with parents and keeps them

fully informed about their children's day and what they are learning. She shares ideas with parents, such as words to new songs they may like to sing at home with their children. Parents speak highly of the childminder and comment that she is warm and nurturing.

- The childminder evaluates her practice daily. She considers how well children have enjoyed the activities and what she would do differently to enhance children's experiences next time. The childminder uses her findings to support her future practice.
- The childminder is proactive in building on her skills and knowledge. For example, she attends a wide range of beneficial training. This includes learning about the different ways to help children manage their emotions. As a result, children discuss their emotions and express their feelings with confidence with the aid of books and visual prompts such as happy and sad masks.
- The childminder provides children with a wide range of good opportunities to develop their physical skills. For instance, they are confident to safely climb resources, such as trees. They learn to move their bodies in interesting ways, such as confidently using one leg to push themselves along on a scooter.
- The childminder teaches children how to stay safe. For example, children talk about the rules of how to cross the road safely. They confidently tell each other 'green is for go' and 'red is for stop'.

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:

- extend opportunities for children to gain a greater knowledge and understanding of other people and their communities and experiences
- strengthen support for children to develop and express their own creative ideas during activities.

Setting details

Unique reference number	EY355572
Local authority	Kent
Inspection number	10311751
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 2007. She is located in Kings Hill, West Malling in Kent. The childminder cares for children from Monday to Thursday from 7.30am to 6pm, all year around. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder has 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 her practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation.
- During the inspection the inspector spoke to the childminder and children at convenient times and reviewed written feedback from parents and considered their views.

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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