

# Childminder report

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Inspection date: 13 February 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are settled and feel safe in the childminder's care. The childminder prioritises developing warm and caring relationships with the children. For instance, she offers a reassuring cuddle if needed. The childminder has formed secure bonds with the children, who confidently engage with the skilfully planned activities on offer.

The childminder ensures that children have daily opportunities to investigate and explore outdoors in all weathers. For instance, she takes the children to the park to use large play equipment. This helps them to develop their muscle strength as they take managed risks in their play. The children particularly enjoy going on wildlife walks to learn about nature. These experiences help children to understand about their local area and the world around them.

Children look at books independently, as well as listening to the childminder read to them. The childminder offers children a variety of books. They are fascinated by the interactive books and keen to have a go at using them. The childminder encourages the children to join in with the stories. For instance, they excitedly push and pull the sliders to make the characters move as she reads the story to them. The childminder provides children with opportunities to develop an interest in literacy as they engage in story time.

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

- The childminder has good safeguarding knowledge. She knows the indicators of potential abuse and her responsibility to report any concerns. The childminder has ensured that all people living on the premises hold a current Disclosure and Barring Service check. She is aware of the legal responsibility to inform Ofsted of any changes to family circumstances.
- Parents speak highly of the childminder and the constant support they receive. The childminder spends time with parents to find out about children's routines and care needs, as well as their interests and experiences at home. She has established good communications with parents. For instance, parents receive daily updates, both face to face and through photographs sent via a secure online messaging service. This ensures that parents are kept informed about their child's day and the progress they are making.
- Children's behaviour is appropriate to their stage of development. The childminder engages in activities with the children to encourage them to share. For example, children take turns to place large plastic pegs into the peg board. The childminder is consistent with her behaviour management.
- The childminder ensures that children know how to keep themselves and others safe. For instance, she talks to the children about why it is important to pick up

the plastic pegs that have fallen on the floor. She explains that they might hurt their feet if they stood on a peg. The childminder teaches children about the importance of helping to care for the environment.

- The childminder plans the curriculum based on the children's interests and next steps in learning and development. The children help to set out activities, such as placing the road map on the floor. The childminder encourages the children to move the cars along the road map. However, the children do not always have opportunities to expand their ideas and process experiences to develop their imagination.
- Overall, the childminder supports children well to gain good communication and language skills. For example, she encourages children to join in with action songs. She sings nursery rhymes to the children and demonstrates how to march up to the top of the hill. The childminder provides the children with a narrative of what they are doing. However, she does not always adapt her teaching to reflect the needs of the younger children. Consequently, younger children are not consistently supported in the teaching of new words to develop their vocabulary.
- The childminder has high expectations for children's learning. She incorporates mathematical language into all aspects of children's play. For instance, she talks to the children about adding more pegs to the peg board to make a line. The childminder encourages the children to match the colours of the pegs as they practise using their fine motor skills.
- Professional development is important to the childminder. She regularly reviews her practice and has support through interactions with other early years professionals. She completes regular training to improve her professional skills, such as to develop her understanding of changes to the early years framework.

## 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:**

- enhance the opportunities for children to enjoy imaginative play
- strengthen the teaching of communication and language, to extend and increase young children's vocabulary.

## Setting details

<b>Unique reference number</b>	EY234652
<b>Local authority</b>	Kent
<b>Inspection number</b>	10317341
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 May 2018

## Information about this early years setting

The childminder registered in 2002. She lives in Minster on Sea, Sheerness, Kent. The childminder operates from Monday to Friday, 8am to 6pm, for most of the year.

## Information about this inspection

**Inspector**  
Sara Garrity

### 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 explained how she organises the early years provision and plans for the early years foundation stage curriculum.
- The inspector observed the childminder's interactions with children.
- The inspector conducted professional discussions with the childminder, including discussions relating to her safeguarding knowledge.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered the views of parents through face-to-face discussions.

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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