

Childminder report

Inspection date: 16 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

Children enjoy their time at this happy and nurturing childminder's home. They are excited to help make lunch together. Younger children delight in choosing different bowls to put ingredients in. Older children maintain focus and concentration when chopping and slicing vegetables for the salad, talking about healthy foods. This develops children's understanding of keeping healthy. The childminder promotes positive attitudes to learning by planning activities that are based on children's interests. Children delight in creating their own animal masks following a recent trip to the zoo. They talk and chatter together with the childminder and her assistant about their masks. This develops their speech and communication skills well.

Children benefit from adults who know them well. Those with special educational needs and/or disabilities (SEND) are well supported. The childminder uses picture cards to help them make choices about what they want to do. Children who were non-verbal when they started are now confident talkers. The childminder promotes children's language and understanding skills well. Children benefit from a curriculum that is planned around their interests. For example, children enjoy making drinks in the role-play coffee shop after visiting one with their families. The childminder promotes positive behaviour. She is calm and patient in her approach. She encourages children to use their 'chore chart' to help keep them focused and to help their friends. This supports their personal and social skills.

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

- Children's behaviour is promoted well. The childminder is warm and gentle in her approach and praises them for sharing. Children show their understanding and good social skills as they interact with their friends. For example, older children help younger children to put on their goalie gloves to play football together.
- The childminder promotes children's self-esteem. She helps them to identify how they are feeling. She provides cuddles and comfort. She encourages them to use an 'emotions board', explaining the different feelings. Older children say that they are feeling 'thrilled'. This helps develop children's understanding.
- Children benefit from a range of experiences that support their understanding of the world around them. They go on woodland walks and to the zoo. Younger children talk excitedly about feeding the pet fish later. Older children peel carrots for the pet rabbit. This helps children understand how to care for others.
- The childminder and her assistant support children with SEND well. The childminder is proactive in seeking advice and support. For example, she organises for a nurse to attend the setting to show her and her assistant how to feed a child with significant medical needs. This supports their knowledge and skills well.
- Communication and partnerships with parents are strong. Parents report that

their children have made good progress in their confidence, speech and social skills. They highlight the support that they receive as parents and say that they could not do without the childminder. They talk of the homely feel and praise the childminder for her love and care.

- The childminder shares information effectively with nearby schools to ensure children are well supported going to school. She liaises closely with nearby settings to ensure continuity for children. She has effective partnerships with other agencies to provide support for families where needed. This supports children to make good progress in their learning and development.
- Children with English as an additional language are supported effectively. The childminder and her assistant have learned words in Dutch to help children to settle in. They provide light boxes to help children write words in English. This helps children to practise words in English and to settle in.
- Children know the routines of the childminder's home well. When it is time to go outside, they quickly find their coats and shoes. However, at times, adults do things for children that they could do themselves. This limits the opportunities children have to develop their independence skills.
- The childminder supports her assistant well. They work well together to care for children. They ensure that they prioritise gaps in learning. For example, they focus on developing children's maths skills throughout the day. Children enjoy counting how many jumps they make on the trampoline and exploring a thermometer with the assistant.

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 opportunities for children to develop their independence.

Setting details

Unique reference number	EY331469
Local authority	Kent
Inspection number	10312030
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 April 2018

Information about this early years setting

The childminder registered in 2006. She lives in Leigh, near Tonbridge, Kent. She works with an assistant. The childminder operates all year round, all day, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Victoria Salisbury

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises, and they discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector spoke to children to find out about their time at the childminder's home.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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