

Childminder report

Inspection date: 28 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

The highly-experienced childminder creates a welcoming space for children to feel comfortable, settled and ready to learn. She maintains good relationships with parents and makes every effort to mirror routines from home. Children are very comfortable in her company and enjoy playing with her and go to her for cuddles.

The childminder gently reminds children throughout the day of the rules and boundaries. She teaches them to use good manners and to treat the environment with care. Children respond well and take care of the house, tidying away the toys and looking out for their friends. The childminder is good at providing activities that encourage sharing and taking turns. The children smile and giggle as they share animal puppets and tickle each other.

The childminder knows the children well and what they enjoy. She uses this knowledge to plan interesting and engaging activities for children. The childminder has a very calm and supportive nature. This supports children to feel they can safely explore learning and they focus for long periods of time. The childminder adapts and changes the resources to keep children's interest for longer and to extend their knowledge. The childminder's consistent guidance and support helps children to learn the necessary skills to thrive in their future learning.

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

- The childminder has a detailed knowledge of what the children need to learn and how best to achieve this. She uses assessment to provide simple, well-targeted activities to support children in their development. For example, children thoroughly enjoy playing in a tray with different coloured animal pasta shapes. The childminder skilfully interacts with children to support them to learn colours, animal names, counting skills and fine motor skills.
- Children are immersed in a language-rich environment. The childminder narrates to children as they go about their daily activities and during the children's play. She often introduces new vocabulary and repeats words slowly and clearly. Children are keen to copy the words and use them in their play. For example, they beam with delight as they learn the word 'pyramid' and explore how to make the shape using magnets.
- Children show high levels of curiosity in their play. They are excited to see what the childminder has set out for them. Children often return to an activity and concentrate for good periods of time. The childminder takes these opportunities to adapt and change the resources to continue extending children's learning. For example, when children brought a magnifying glass to the pasta tray, the childminder challenged them to use it to find certain colours and the number of animals.

- The childminder frequently takes children out to support their understanding of the world and others around them. They visit the library, woods, toddler and music groups and they often meet up with other local childminders. This allows children to mix with children of different ages and contributes to developing their social skills. Children also benefit from regular fresh air and exercise which supports their well-being.
- Parents speak very highly of the care and education their children receive. The childminder has built a good relationship with all the families and regularly communicates with parents so they know what their child has learnt. The childminder shares photos and achievements of the children with parents. She is happy to provide a listening ear to and give advice where she can. However, at present, parents are not always provided with sufficient information about activities they can do at home with their children to further extend their child's development.
- The childminder is keen to continue to update her knowledge and skills. She utilises the local network of childminders to support this and also seeks out appropriate training, such as how to enhance children's play. This ensures that she remains knowledgeable and skilful and able to best support the children in her care.

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:

- improve partnerships with parents by enabling them to fully support children's learning at home.

Setting details

Unique reference number	126005
Local authority	Kent
Inspection number	10317276
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	17
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 1998. She lives in Paddock Wood, Kent. The childminder cares for children Monday to Thursday, from 7.30am to 6pm. The childminder receives funding to provide free early education for two, three, and four-year-old children. She holds an appropriate early years 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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