

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

The provision is good

Children develop secure and trusting relationships with the childminder. They are happy and settled in her care. The childminder provides a safe and secure environment, which children confidently explore. For example, children freely access resources that interest them and move between the different play areas in the childminder's home. The childminder encourages the children to start the day with a 'wake up, shake up' dance. Children show delight and copy the childminder's actions to the music. This helps children to settle in.

The childminder organises a variety of messy activities in the cabin in the garden. Children enjoy painting and are eager to explore the different coloured paints and tools available. For example, they paint pictures using different-sized paintbrushes and sponges. The childminder comments on the different marks they make. Children spend a lot of their time outside being physically active. They visit local parks and soft-play centres. Children recently learned about the life cycle of caterpillars and released butterflies into the childminder's garden. In addition, children are learning about hibernation. The childminder has a tortoise and talks to the children about how long tortoises sleep for in the winter.

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

- The childminder is proactive in ensuring she keeps her knowledge up to date and has recently attended a number of training courses. For example, she has updated her safeguarding training and she is currently studying a course about child development. She is keen to do some training on supporting children's speech and language development.
- The childminder uses assessment to monitor the progress children make. She liaises with other agencies, such as the local authority, to ensure she is supporting children's learning. The childminder plans activities to promote specific areas of development. However, she does not always focus her teaching precisely enough to target children's identified next steps.
- The childminder supports children's communication and language development well. She reads to children, repeats words back to them and allows them time to look at the books. The childminder comments on children's play. For example, she says, 'Over the bridge,' as children push the train over the bridge they have made.
- Parents are very happy with the care their children receive. They are updated daily on the activities their children take part in and the outings they go on. Parents feel able to share any concerns they have about their children's development and feel that the childminder supports them well. One parent describes the childminder's setting as a 'home from home'. Parents feel that their children are making good progress.

- The childminder plans activities following children's interests. For example, she provides animal puzzle boards to help support children's concentration skills. However, she does not always recognise children's emerging interests. For example, when children lose interest in an activity, the childminder does not always adapt her teaching to support their engagement and attention skills.
- The childminder encourages children's independence. She reminds children that they need to change their shoes before going outside and to put their coats on. Outside, children explore a variety of resources to support their physical development. For example, they enjoy using ride-on toys and playing ball games.
- The childminder supports children to understand the rules and boundaries in her home. She speaks to children about walking inside and washing their hands before having snack. The childminder calmly reminds children about these rules when they forget. For example, she supports children to put the toys away before getting new ones out.
- The childminder takes children out in the local community. For example, she takes children to the zoo and local parks, on woodland walks and visits local toddler groups weekly. This helps children's physical development and supports their understanding of the world.
- The childminder provides children with a variety of healthy snacks and meals. Children enjoy breakfast when they arrive, before going out to take older children to school. Children have fresh fruit and savoury snacks mid-morning and the childminder provides a hot cooked meal at lunchtime.

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:

- focus teaching more precisely on the skills children need to learn next
- make the most of opportunities to extend children's learning and attention skills, following their individual interests.

Setting details

Unique reference number	EY496827
Local authority	Kent
Inspection number	10311759
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 2016. She lives in Dartford, Kent. The childminder offers care from Monday to Friday, 7.30am to 5.30pm, all year. The childminder has a level 2 childcare qualification.

Information about this inspection

Inspector

Pippa Clark

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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the childminder with the inspector.

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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