

# Childminder report

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Inspection date: 6 March 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 play and learn at this enjoyable and nurturing place to be. The childminder takes time to find out about children's individual interests and helps them to extend their ideas and thinking. The childminder places stories, songs and rhymes at the heart of her curriculum. Children hear expressive reading from the childminder and respond to questions about books. The childminder sources props to help children understand the events in the story. For example, as they share the story of 'Handa's Surprise', they look at the different fruits and describe their texture and colour. They learn new vocabulary and are exposed to a wide range of language. Children make good progress in their learning and development.

Children regularly take part in outings in the locality. For example, they visit the parks and nearby nature reserve. These adventures help children to develop confidence and a love of the outdoors. For instance, they go looking for toadstools in the lanes and enjoy the play equipment at the local playground. Children discuss their own experiences and find out about each other's similarities and differences. They learn about what makes them special and unique. This helps children to feel secure and confident in themselves and in the company of their peers.

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

- The childminder has a strong understanding of the children's ages and stages of development. She carries out detailed assessments of the children in her care, which enables her to identify clear learning goals for each child. It also helps her to identify if any additional support is needed to help children to reach their developmental milestones. The childminder understands her responsibility to seek support from external professionals for children with special educational needs and/or disabilities.
- Overall, the childminder has a clear understanding of what she needs to teach children and how best to do this. The provision for children's 'free-play' sessions is engaging and exciting. However, at times, during planned activities, the youngest children do not have the benefit of such high-quality interactions as they are not always given the opportunity to participate as fully as their older peers.
- The childminder helps to develop good hygiene routines. She teaches children to wash their hands thoroughly before snack time and after messy activities. For example, the children sing to remind themselves how to clean their hands well. Children remind each other to put their hands across their mouths when coughing.
- The childminder skilfully weaves in important concepts throughout her interactions with children. For example, when children play with the small-world zoo animals, the childminder uses mathematical language associated with size

and shape. She describes the animals' features and shares facts about what they like to eat. Children join in with sharing the things that they know too. This helps to build on children's understanding and deepen and embed their knowledge further.

- Partnership with parents is good. Parents describe the childminder as 'motherly' and 'intuitive'. The childminder shares information with other settings that children attend. For example, they discuss any changes to behaviour or create a consistent plan that will help children to make progress in a certain area of learning. Parents value the childminder's effort to ensure the best possible outcomes for their children.
- The childminder evaluates her service and reflects on things that she is doing well and could do better. She completes mandatory training as required. However, at times, her professional development could be extended further by exploring wider training opportunities, to inform her practice and raise the quality of teaching even higher.
- Children's behaviour is appropriate to their stage of development. The childminder engages in activities with the children to encourage them to share. Children take turns and are happy in each other's presence. The childminder is consistent with her behaviour management, which ensures that children feel safe and settled in this high-quality environment.

## **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:**

- review how activities are planned so that all children, particularly the youngest, can fully participate
- seek wider training opportunities to develop skills and knowledge further.

## Setting details

<b>Unique reference number</b>	125567
<b>Local authority</b>	Kent
<b>Inspection number</b>	10317213
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	2 May 2018

## Information about this early years setting

The childminder registered in 1992 and lives in Tenterden, Kent. She operates from Monday to Wednesday, 7.30am to 6pm, term time only. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

## Information about this inspection

### Inspector

Kate Williams

### 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- 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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