

Childminder report

Inspection date: 10 October 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 childminder provides a warm, nurturing and friendly atmosphere in this fun and engaging setting. She has built strong bonds with children and their families and knows their individual routines well. The childminder offers a home-from-home experience and owns a variety of pets that children love to take care of. Children love to be welcomed by the animals and enjoy the familiar routines and environment.

The childminder has established secure settling-in procedures that focus on the needs of individual children. Children are happy and confident and show high levels of social engagement and confidence, due to the childminder's good role modelling. The childminder ensures that children feel safe and secure by finding out their interests and providing a wide range of experiences.

Children explore activities with enthusiasm and curiosity. For example, the childminder encourages children to learn about nature in the local area, including her own garden. They learn interesting facts and use a variety of equipment to observe the various birds, animals, and plants.

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

- The experienced childminder is passionate about providing high-quality care and learning for all children. She has a secure understanding of what she would like children to learn, in partnership with their parents. She uses effective observation and assessment to plan a well-sequenced and ambitious curriculum. Children benefit from exploration of the variety of resources on offer. The childminder skilfully adds in teaching at appropriate times, to extend on what children already know and can do.
- The childminder plans experiences that support children's interests. She understands what children can do and what they need to learn next. Activities have specific learning intentions for children. For example, children concentrate as they mould their own hedgehogs from malleable clay. They discuss the features of a hedgehog and name their creations. However, at times, the childminder is overly ambitious during interactions with children and tries to cover too many themes at once. This means children do not always achieve their intended outcomes.
- The childminder ensures that she completes rigorous risk assessments before children play and explore. Children enjoy developing their physical skills in the childminder's garden, as well as experiencing outings in the local environment. For example, children walk safely to the neighbouring hospital site to watch the various vehicles and people that help us. As they walk, they spot shapes and numbers in the environment. The childminder is on hand to support children's

exploration, and emerging interests in a variety of different ways.

- The childminder places a strong focus on extending children's language skills. She promotes a love of learning for reading books and understands that this helps to develop children's wider vocabulary. The childminder involves children in the stories and incorporates songs and musical instruments into activities. However, at times she does not offer consistent support for children to build further on their communication skills. For example, she sometimes asks questions that only require a one-word answer rather than encouraging children to fully express and communicate their thoughts.
- The childminder promotes children's understanding of living a healthy and active lifestyle. She uses her strong partnerships with parents to promote good oral hygiene and making healthy choices for food for children's lunchboxes. Children learn to develop good habits and show a developing awareness of the importance of looking after themselves.
- Parent partnerships are strong. Parents are complimentary about the home-from-home environment the childminder creates. The childminder keeps parents regularly updated about children's development. This helps to provide continuity in children's learning.
- The childminder is keen to raise her awareness of providing high quality care. She attends many courses that have enhanced her understanding. For instance, she has completed training about children with autism and other special educational needs and/or disabilities. The childminder has then put this into practice to enhance children's learning and experiences, while 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:

- refine interactions to focus more precisely on the identified learning intentions for children during planned activities
- strengthen support for children to build further on their communication skills and express their own thoughts and ideas during conversations.

Setting details

Unique reference number	EY407070
Local authority	Kent
Inspection number	10369376
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 7
Total number of places	3
Number of children on roll	7
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Margate, Kent. She operates Monday to Friday from 8am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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