

# Childminder report

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Inspection date: 26 February 2025

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<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**

All children are very happy and confident in the childminder's welcoming home. Children receive praise and are proud of their achievements. For example, they excitedly tell their friends 'ta-da' once they have achieved their desired model when building with blocks. The childminder has a secure knowledge of her chosen curriculum. She has a high expectation of children and keeps them motivated to learn through carefully-thought-out and challenging experiences. For example, children make their own trolls and a large-scale bridge as they confidently retell a well-known story about three billy goats. Children learn about processes. For example, when they make a post box, the childminder teaches them how to address and post the letter for it to be successfully delivered back to them.

The childminder is a positive role model. She teaches children about the importance of being kind. Therefore, children are caring and show empathy. For example, children kindly share toys. They explain with a good level of maturity that if they do not, they will make another child sad, and they do not want that to happen. Children learn how to move their bodies in different ways to develop their physical skills. For example, they climb trees, and the childminder regularly takes them swimming. The childminder teaches children about the importance of healthy lifestyles. For instance, they brush their teeth after lunch and discuss the importance of doing so.

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

- The childminder establishes positive relationships with all children. She gets to know their likes, dislikes, individual achievements and next steps in learning. Children feel safe and secure in her company, and this supports them all to make good progress. Children are very settled and happy during their time with the childminder.
- The childminder supports children well to prepare for their future learning. For example, children are encouraged to be independent. This is evident when children choose their own play with confidence. The childminder builds on their chosen play skilfully. This supports children to remain engaged in their learning. For instance, children use cars and chalk on car parking spaces. The childminder adds numbers and encourages children to recognise numbers as they 'park'.
- Overall, children are confident to communicate their ideas, and they listen to each other intently. For instance, they share their thoughts about their favourite story. However, at times, the childminder is quick to interrupt conversations and children do not have enough time to share their ideas more thoroughly. Therefore, on occasion, the childminder does not consistently support children to build on their already good speaking and listening skills even further.
- The childminder successfully establishes positive partnerships with parents, who

speaking fondly of her. For example, they praise her nurturing approach and feel highly supported. The childminder communicates with them daily, providing a verbal hand over and some photos of what their children have enjoyed doing. However, she does not routinely share children's next steps in their learning. Therefore, parents are not completely aware of what their children's next steps are and how they can extend their support at home.

- The childminder evaluates her practice daily. She considers what went well and engaged children and what she can continue to enhance. She reflects on her findings to support her future activity plans.
- The childminder regularly completes training that is beneficial to her practice. For example, she has recently learned about the different ways children play and learn. As a result, the childminder plans motivating activities that meet all children's individual needs. This supports children to have a positive attitude towards their learning.
- The childminder uses the community around her to extend children's learning experiences. In doing so, she teaches children about how to keep themselves safe and be mindful of risk. For instance, children visit woods and climb trees. The childminder asks them to consider if they get up, can they safely get back down again.
- The childminder teaches children about other peoples' similarities and differences outside of their own communities. For example, children learn about the traditions and religious beliefs behind festivals such as Eid and Ramadan.

## **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:**

- build on children's opportunities to develop their communication skills even further
- support parents to have a more concise understanding of their children's next steps in their learning.

## Setting details

<b>Unique reference number</b>	125649
<b>Local authority</b>	Kent
<b>Inspection number</b>	10380378
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 June 2019

## Information about this early years setting

The childminder registered in 1999 and is located in Dartford, Kent. The childminder cares for children from Monday to Thursday from 7am to 6pm, all year around. The childminder holds a relevant early years qualification at level 3. The childminder receives funding to provide free early education for children aged two and three years.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and reviewed written feedback from parents and considered their views.

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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