

Childminder report

Inspection date:

17 June 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

Summary of key findings

This provision meets requirements

- The childminder demonstrates a good understanding of child development and how children learn. For instance, she explains how singing helps babies and young children to develop their communication skills. She knows how to plan a range of activities to help promote children's learning. For example, she describes how she would read stories and share books to help enhance children's early literacy skills.
- The childminder discusses how to help children learn about healthy lifestyles. For example, she describes how activities, such as walks to local woodland, support children to benefit from fresh air and exercise. Additionally, this positively enhances children's physical well-being.
- The childminder knows the importance of teaching children about feelings and emotions. She is aware of the importance of working in partnership with parents to ensure children receive consistent messages about high expectations of behaviour.
- The childminder understands the importance of supporting children to learn about diversity and inclusion. For example, she describes how she plans to talk to children about cultures from around the world. She recognises that helping children learn about people with a wider range of differences is an area for improvement.
- The childminder understands how to assess children's learning and development. For example, she explains the importance of assessing what children know and can do when they start. Furthermore, she describes how observation helps to identify potential gaps in development. She is aware of the importance of referring to outside agencies to help children get the extra help they need to make continued progress.
- The childminder regularly evaluates her setting, which includes the views of parents and children. This assists her to identify areas for improvement to help ensure she provides a consistently high quality of service.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	125858
Local authority	Kent
Inspection number	10346922
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	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	22 August 2018

Information about this early years setting

The childminder registered in 1987. She lives in Tunbridge Wells, Kent. The childminder offers her service, Monday to Friday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Michaela Borland

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector discussed the childminder's knowledge and understanding of how children learn and develop.

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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