

Childminder report

Inspection date:

4 July 2022

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and confident to attend the childminder's home. They listen and follow instruction well. For example, at school pick up time, children walk sensibly together, while the older children help the younger ones to carry their bags.

Children form good relationships with the childminder, who is caring and warm in her approach. They feel confident asking for help. Children share their daily experiences with the childminder. For example, on the walk from school, children talk about meeting the new teacher they will have the next term and their impression of her.

Children are sociable and polite to each other and adults. They say please and thank you. They share, take turns and play cooperatively. For instance, older children teach the younger ones how to play cricket. They take turns batting the ball. They feel safe and secure.

Children learn about different holidays and celebrations, such as Eid, Diwali, Holi and Christmas. They show interest in the traditions and food of different cultures. For example, children share their impressions and experiences about the traditional food and customs they learned about when celebrating Diwali.

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

- The childminder has good bonds with the children in her care. She knows the children and their individual need and interests well. The childminder ensures that these are met. She treats children with respect and listens to their views and wishes. The childminder involves the children in planning activities which interest them. For instance, she plans movie nights, following a discussion with the children.
- Children benefit from a good routine. They know what is expected from them. The childminder supports children's self-care and hygiene practice, generally, well. Children wash their hands as they come in from the school run. However, this is not consistent. For example, children do not always wash their hands before mealtime.
- The childminder supports children's language and communication well. She speaks to children in a way that they understand. Children who struggle are listened to with patience. The childminder encourages children to voice their opinions and views.
- Partnership with parents is a strength of the childminder. Parents speak highly about the childminder, the care their children receive and how well she knows them. They comment that their children enjoy their time with the childminder,

especially going to the local park. They report that they find the childminder approachable, attentive, and that she takes their views into account. The childminder passes on messages between teachers and parents when necessary.

- The childminder has a good understanding of the importance of settling in children when they start. She adapts her settling-in procedure to children's individual needs, recognising that each child has different needs. For example, she allows more settling-in time for children who feel less confident.
- The childminder is aware of the importance of keeping her knowledge up to date. She works with the local authority and receives regular emails from them. The childminder plans to attend some online and face-to-face training throughout the summer holiday.
- The childminder's house is safe and secure. She is aware of the need to carry out appropriate risk assessment when on outings. For instance, the childminder carries out a visual risk assessment on arriving at the play park. She has clear fire evacuation procedures. The childminder practises regular fire drill evacuations with the children. This supports their confidence and helps them to understand how to behave in an emergency situation.
- Children behave well. The childminder reminds children of the house rules regularly and when needed. For example, children are reminded to play with the ball in the garden rather than indoors. The childminder works well with parents to support their children's behaviour by using the same strategies, both at home and at her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe from harm. She knows the signs of abuse and neglect. The childminder knows what to do and who to report to if she has a concern about a child or an adult, including allegations against herself. She is aware of all the aspects of safeguarding, including radicalisation and how to keep children safe online. She is aware of the importance of keeping her safeguarding knowledge up to date. She plans to attend refresher safeguarding training in the summer holiday.

Setting details

Unique reference number	2545416
Local authority	Kent
Inspection number	10232007
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	5 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She cares for children before school from 7.30am to 9am and after school from 3.15pm to 6.15pm, each weekday.

Information about this inspection

Inspector
Oshra Murphy

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector looked at a sample of documents and certificates.
- The inspector took account of the views of parents through written and verbal feedback.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed interactions between the childminder and children, and reviewed the impact on children.

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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