

Childminder report

Inspection date: 23 February 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a homely and welcoming environment. Children are content and demonstrate that they feel safe. They happily part from their parents and settle extremely well. The childminder and her assistant have formed strong relationships with the children and are attentive to their care needs, which adds to children's sense of security. Children confidently approach the childminder and her assistant for emotional support and comfort.

The childminder and her assistant support children to develop good independence skills. Children confidently wash their hands before mealtimes. Younger children feed themselves and are taught how to use cutlery from an early age. For example, they have opportunities to chop fruit for their snack. Furthermore, children make choices about the resources they use in their play and tidy these away when they are finished.

The childminder and her assistant promote positive behaviour and value each child as individuals. They help them to learn about different emotions and talk about how they are feeling. The childminder and her assistant consistently encourage good manners. Children are polite; they say 'please' and 'thank you' and learn to take turns during activities.

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

- Since the last inspection, the childminder has taken steps to make significant improvements. She has put a strong focus on professional development for herself and her two assistants, one of whom was present during the inspection. They meet regularly to evaluate their practice, review children's progress and discuss what they can do next to enhance children's learning experiences. This has resulted in improvements to the quality of education that children receive.
- The childminder and her assistant have a clear curriculum. They know children well and plan activities to follow children's interests and what they need to learn next. They place a strong emphasis on developing children's language skills and personal, social and emotional development. The childminder interacts well during planned activities. However, she does not always effectively interact with children in their self-chosen play to extend on their learning and skills further. Nonetheless, children make good progress in relation to their capabilities.
- The childminder and her assistant support children to learn about similarities and differences between themselves and others. For example, they read books to children that show people from different communities and countries. Furthermore, they take children on regular outings to help them learn about people who help us in the community.
- Partnerships with parents are good. Parents comment that their children are

happy and make good progress. They notice that children develop their social skills and take part in a wide range of activities, including outings. The childminder gives parents daily feedback on what their children are learning. She shares ideas with parents about how they can support their children's development at home.

- Overall, the childminder and her assistant have good knowledge of all areas of learning and provide purposeful activities that motivate children to explore and learn. Children have good opportunities to develop their smaller physical movements. They post shapes, move objects between containers and pour their own drink. However, the childminder does not always make the most of opportunities to help children practise their larger physical movements and coordination.
- The childminder and her assistant focus on children's communication and language development well. The childminder talks to children with lots of enthusiasm and encourages vocabulary by introducing children to new words, such as 'stethoscope' and 'thermometer'. Children develop a love for books. The childminder and her assistant are quick to respond when children bring them a book to read. Children enjoy listening to familiar stories and repeat phrases they have learned. This helps to develop their language development. The childminder and her assistant support children who speak English as an additional language effectively to help develop their English speaking skills.
- The childminder and her assistant help children to learn about oral hygiene from an early age. For example, they encourage children to use toothbrushes to clean toy teeth and support them to learn about the importance of keeping their teeth clean.

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:

- strengthen teaching, particularly during spontaneous activities, to build more effectively on children's interests and extend their thinking and learning
- increase opportunities for children to experience more challenging physical activities and build on their developing large-muscle skills.

Setting details

Unique reference number	2570365
Local authority	Kent
Inspection number	10310660
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 3
Total number of places	7
Number of children on roll	12
Date of previous inspection	5 September 2023

Information about this early years setting

The childminder registered in 2020. She is located in Faversham, Kent. The childminder cares for children Tuesday to Friday, from 9am to 5.30pm, all year round. The childminder holds a relevant early years qualification at level 4 and employs two assistants.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and her assistant and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the childminder and discussed the early years curriculum.
- The inspector observed the interactions between the childminder, her assistant and the children.
- During the inspection, the inspector spoke to the childminder, her assistant, children and parents at convenient times and considered 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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