

Childminder report

Inspection date: 6 May 2025

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	Not Met (with actions)
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's welcoming home. The childminder has a good knowledge and understanding of how to implement a motivating curriculum, which helps keep children interested in learning. The childminder builds on children's interests well. For example, when they are interested in animals, they go on to learn animal sounds and sing songs about them. When children enjoy sensory activities, such as sounds and lights, they go on to explore singing and resources that make sound and produce different coloured lighting. The childminder extends learning well. For instance, she talks to children about colours and counts as the lights flash, introducing simple mathematical language as they play.

The childminder is a positive role model. She teaches children about the importance of being polite and following rules and boundaries. Children learn about the importance of healthy lifestyles. For instance, even the youngest children are supported to wash their hands before mealtimes. Children learn how to move their bodies in different ways to develop their physical skills. For example, they use age-appropriate equipment, such as walkers. Children learn new skills. For example, they giggle and clap excitedly as they roll and bounce balls with the childminder.

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

- The childminder has made significant improvements since her last inspection. For example, she has reviewed her safeguarding knowledge and policies. She has ensured that they are robust and contain all relevant information, which she has a good knowledge of. The childminder has completed all relevant training, including first aid. As a result, the childminder fully understands how to help safeguard children and keep them safe.
- The childminder establishes positive relationships with children. She knows children's individual personalities well. The childminder has a high expectation of children's abilities and plans accordingly. This helps the childminder to plan activities and experiences that she knows will capture children's attention and interest. As a result, all children have a positive attitude towards their learning and make good progress, including the youngest.
- Children are settled and happy. There is a secure and trusting attachment between the childminder and children. For example, children laugh and squeal with excitement as they play together. The childminder meets the children's needs well. It is evident that she has a good understanding of their routines. This is demonstrated when she swiftly highlights the need for children to have a sleep, and she provides them with comfort and a safe space to do so.
- The childminder evaluates her practice daily. She reflects on what went well and what she could do differently to develop her practice further. She uses her

findings to support her plans. The childminder is keen to build on her knowledge and skills and completes regular reading and research beneficial to her practice. Therefore, she keeps her knowledge and understanding current.

- Overall, the childminder successfully establishes positive partnerships with parents. She communicates with them daily, providing information about what children have enjoyed doing. However, she has not fully developed strategies for helping parents understand what their children are learning next and how they can further support their children at home. This does not consistently promote a shared approach between home and her setting. Therefore, the childminder has not yet established a strong link between home and her setting to strengthen the consistency of their shared care and learning even further.
- Overall, the childminder ensures her practice is inclusive. Children learn about some festivals and events, such as Easter. However, the childminder is more confident to talk to children about celebrations more familiar to her. Therefore, children do not consistently learn about similarities and differences outside of their own communities and experiences, such as cultures, languages and religions, more extensively.
- The childminder skilfully supports children to develop their communication skills in age appropriate ways. For instance, she varies her tone of voice and uses facial expressions and gestures. The childminder provides good running commentary, including repeating describing words, such as on and off. Children respond excitedly, and they clap, giggle and babble during interactions with the childminder.

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 the support for parents to fully understand their children's next steps in learning
- extend children's opportunities to learn about other people's similarities and differences outside of their own communities and experiences.

Setting details

Unique reference number	2630741
Local authority	Kent
Inspection number	10361427
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 June 2024

Information about this early years setting

The childminder registered in 2022 and is located in Dartford, Kent. The childminder cares for children from Monday to Friday from 7am to 7pm, all year round.

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 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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