

Childminder report

Inspection date: 12 February 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a calm and welcoming environment for children. She has a soft and gentle manner when talking to them. Children sit and look through books with pictures of their time at the childminder's home. They look at the photos and recall their trip to the farm and pumpkin picking with the childminder. Children are proud of their artwork. They take their books home regularly to share with their parents. The childminder is a positive role model for children. They follow her good example and say 'please' and 'thank you' without prompting. Children are friendly and help to tidy away their toys when they have finished playing.

The childminder plans a curriculum based on the children's interests. She knows what children can do and what they need to learn next. Children spend time outdoors every day. They take trips to local parks and walks through the woods. Children talk about going on a worm hunt to find the 'mummy, daddy and baby worms'. These experiences help children to be active and learn about nature. The fun activities that the childminder plans help build a strong foundation for future learning.

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

- Children begin to develop an understanding of numbers from a young age. They count objects while the childminder challenges them to continue even further. As children build with blocks, the childminder uses language such as 'bigger' and 'taller'. Children are making good progress in their mathematical development.
- The childminder provides some opportunities for children to learn about different cultures. For instance, children explore Chinese New Year through craft activities. However, the childminder does not actively teach children to recognise and celebrate their similarities and differences. As a result, children do not gain a good understanding of what makes them unique.
- The childminder works with families to help them understand the importance of a balanced diet. For instance, she shares information so that parents provide healthy packed lunches. Children choose to drink water as they count how many blueberries they have for dessert. Children are learning how to keep themselves healthy.
- Children have time each day to be active. The childminder thinks about ways to keep the children excited and engaged. For example, they practise yoga moves that match the actions of their favourite book. This helps children to use their balance and coordination skills as they build their core strength.
- The childminder encourages children to manipulate different materials, such as dough and slime. Children concentrate as they peel stickers. These activities develop children's dexterity to be able to hold a pencil correctly. The childminder is helping to prepare children for early writing.

- Children are developing a love of books and reading. They cuddle up to the childminder and listen to her read stories. Children enjoy weekly visits to the library. They are learning how to use the scanner to check out and return books that they borrow. They take part in story sessions with other children to develop their social skills.
- Children are confident to make choices about their play. When they arrive in the morning, the childminder asks them what they would like to do. When she asks them if they would like to play with the sand, they decide that they would like to play with the slime. Children are learning that their opinions are valued, and they are listened to.
- The childminder has started to build relationships with other early years settings that the children attend. However, two-way communication is not yet established. This means that there is not a consistent approach to children's learning across settings.
- Parents are very happy with the care that the childminder provides. They feed back that she is flexible and approachable. Parents receive lots of information through discussions and photos. They know what their children have been doing each day. This helps them to support their children's development further at home.

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:

- develop the curriculum further to support children to understand and appreciate what makes them unique
- strengthen partnerships with other early years settings that the children attend to provide consistency in children's care and learning.

Setting details

Unique reference number	EY101805
Local authority	Kent
Inspection number	10376057
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 9
Total number of places	4
Number of children on roll	4
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 2002 and lives in Ashford, Kent. She provides care from Monday to Friday, from 8am to 5pm, all year round, except for family holidays and public holidays. The childminder provides funded early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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