

Childminder report

Inspection date: 25 March 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 offers a relaxed environment, where children demonstrate that they feel happy, safe and secure. Effective communication with parents ensures that the childminder finds out about children as they settle. Children quickly form strong attachments with the childminder, when they receive warmth and affection.

Children benefit from a variety of resources that appeal to their interests. The childminder considers which toys are appropriate for each child's age and stage. Books are a large feature of the childminder's curriculum. Children choose from a wide range of stories and information books. This opens a variety of discussions about the words and pictures that they see and promotes their curiosity to learn and find out more about things.

Children behave very well because they are eager to join in and engage with the stimulating environment. The childminder is a positive role model and has high expectations for children's behaviour. Children learn how to be kind and are encouraged to use good manners. For instance, by using the words please and thank you when asking for something.

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

- Since the last inspection, the childminder has successfully improved her knowledge and understanding of her safeguarding roles and responsibilities, including having a full understanding of the referral process and knowing who she would need to contact if she was concerned about a child. This helps to keep children safe.
- The childminder supports children's developing language skills well. For example, she encourages children to explain why they have chosen certain resources as well as sharing their likes and dislikes. The childminder models language well and repeats words clearly. Children copy her good example. She asks questions that are appropriate to children's age and stage of development. Children are given plenty of time to think and respond, and they become increasingly confident to speak.
- The childminder provides engaging activities that appeal to children's interests. For example, children choose from a variety of resources to decorate an Easter egg and spring chick. They discuss the choices they have made and create their own individualised design. However, the childminder does not always use these adult-directed sessions to plan opportunities that will help children to work towards their individual goals. This does not help children to make the progress that they are capable of.
- Children learn about the benefits of healthy lifestyles. For example, they enjoy playing outside each day and visiting the local park. This provides them with a

range of opportunities to build strength in their larger muscles. The childminder understands how this contributes to children's physical development and their overall sense of well-being.

- Children learn about different festivals that occur in the seasonal calendar. For example, they learn about Christmas, Easter and enjoy creating things for their families for Mother's and Father's Day. Children show their curiosity about the large world map displayed on the wall. This helps them to develop an understanding of the wider world, but also explore what makes them unique.
- The childminder works hard to promote a positive relationship with parents. She shares the progress that children are making while in her care. However, the childminder has not yet developed partnerships with other settings children attend. This does not fully promote consistency in children's care and learning.
- The childminder is reflective of her practice. She has taken the time between inspections to evaluate her learning environment and has purchased resources to help her better understand children's development. For example, she has purchased resources, such as a book about baby's development and the transition to the toddler stage. While the childminder does not currently have children with special educational needs and/or disabilities, she understands her role in meeting any additional needs. Likewise, she understands that children who speak English as an additional language may also require more targeted help and support.

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:

- refine the planning and implementation of adult directed activities so that they are more precisely tailored to support individual children's learning
- develop partnerships with other settings that children may attend, to promote continuity in their learning and development.

Setting details

Unique reference number	EY216540
Local authority	Kent
Inspection number	10320776
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 November 2023

Information about this early years setting

The childminder registered in July 2002. She lives in Boughton Monchelsea, in Maidstone, Kent. She operates between 7am and 6.30pm on Monday to Friday, all year round, apart from bank holidays and family holidays.

Information about this inspection

Inspector
Kate Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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