

Childminder report

Inspection date: 30 September 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment where children feel safe and at home. Children arrive at the setting happy and with confidence. For example, children wave goodbye to their parent and ask how the childminder is doing today. The children show a sense of belonging and are quick to engage in play with the resources and activities the childminder has on offer. The childminder provides a very well-organised space that is inviting and exceptionally clean. She gives children access to large play areas, inside and outside. This enables children to develop their physical skills in a variety of ways, including running, balancing and climbing.

The childminder offers a range of experiences for children. For example, they visit the local parks and libraries. The childminder very positively promotes children's understanding of the lives and experiences of different people throughout their community and the wider world. For example, she includes children in exploring Black History Month as part of her curriculum effectively. She is a good role model, with a calm and warm nature. The childminder builds positive relationships with children, which gives them a sense of belonging.

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

- The childminder promotes children's independence well in the routine that she has embedded. For example, after lunch, children help tidy away, go to the toilet and prepare for their nap time. Children also follow instructions from the childminder with ease. For example, when it is time for a story, children collect their own cushion to sit on and attentively listen.
- The childminder has good knowledge of children's interests and uses these to plan exciting opportunities for them. However, on occasion, group activities are not fully adapted for the youngest children and they do not engage. At these times, the youngest children do not benefit from the same opportunities to build on their skills and existing knowledge as those experienced by older children.
- Children engage in activities provided and show high levels of concentration. The childminder promotes children's communication and language consistently. She asks appropriate open-ended questions, allowing children time to respond. The childminder introduces lots of new vocabulary. For example, when given colourful printed materials to weave their own baskets with, she informs children it is called kente print. Children show learned knowledge, stating this is from Ghana.
- Children respond well to the rules and boundaries put in place by the childminder. They are quick to respond to instructions and show respect towards each other. Children are confident to ask for support when needed. The childminder promotes children's behaviour well and offers plenty of praise and

encouragement when children are learning new skills.

- Parents report that the childminder communicates with them regularly, in person and virtually. She arranges regular phone calls to discuss their child's current achievements and next steps. This enables parents to be involved in their child's development and learning. The childminder creates a home-from-home environment where children feel safe and have fun. Parents are pleased with the progress children make in her care through the variety of experiences and activities she offers.
- The childminder attends regular training. This helps to ensure that she remains up to date with relevant information and enhances her skills. This allows her to ensure that her assistants have the correct skills and knowledge they need. For example, the childminder recently attended training on preparing children for the transition to school. This has allowed her to implement effective strategies to make this a smooth experience for children, including taking regular trips to the local schools and introducing stories to help to prepare children for the next stage in their education.

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:

- enhance learning opportunities for the youngest children so that they receive the same meaningful and challenging learning experiences as the older children.

Setting details

Unique reference number	EY232125
Local authority	Kent
Inspection number	10354694
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	1 November 2018

Information about this early years setting

The childminder registered in 2002. She lives in Dartford, Kent. She cares for children Monday to Friday, from 7am to 7pm, all year round. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
James Sutton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read several parent feedback forms during the inspection and took account of 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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