

Childminder report

Inspection date: 5 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 has forged strong bonds with the children and their families. She has secure settling-in procedures that focus on the individual needs of the child. The children are busy and feel safe and secure as they explore the childminder's home. The childminder knows the children well and has a clear focus on their interests. For instance, the children enjoy playing with the train set and reading stories about the blue train. The childminder skilfully ties this in with trips to watch the trains going under the bridge as they learn about the world around them. Children benefit from the focused interactions they receive from the childminder.

Children have a wide range of opportunities to practise their physical skills. The childminder incorporates outdoor activities into the curriculum to help support children's health. For example, children enjoy riding tricycles in the garden. The childminder takes the children to the park to use the large play equipment to help build their muscle strength.

The childminder is a positive role model. She uses praise to acknowledge children's achievements. For example, she thanks them for helping to put away the train track ready to play their next game. Children's behaviour is good. The childminder provides children with opportunities to engage with others. Children enjoy attending regular toddler groups and meeting with peers. This helps them to develop through social experiences as they build their confidence and self-esteem.

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

- Children have opportunities to explore their local community. For example, the childminder takes them on the bus to visit the local library and shops. Children are keen to learn about the natural environment, including how plants grow. The childminder offers children a wealth of experiences to grow and eat fruit and vegetables. These experiences have a great impact on children's knowledge, as they recall activities they have done in the past, such as planting seeds and watering the yellow and pink flowers. The childminder teaches children effectively about where foods come from and what plants need to grow.
- Mathematics is incorporated into children's play. For instance, the childminder encourages children to count the number of carriages on the train track. She discusses the length of the track they have created and whether they need a straight or curved piece next. The children eagerly cooperate and engage with the childminder as they try to make the track long enough to extend into the hallway. The childminder supports children as they develop their problem-solving skills.
- The childminder uses various activities to engage children in conversations to support their language and communication skills. She makes good use of

repetition to ensure children hear the correct pronunciation of words. The childminder gives children time to think and respond to questions. Children express themselves clearly and confidently. For instance, they ask for help in rebuilding the tall tower of bricks. The childminder asks questions and comments on their actions, such as enquiring about the colours of the bricks they are using to build the tower. However, on occasion, she does not fully support more-able children to expand their vocabulary to further develop their language skills.

- Children know the daily routines. The childminder supports them to develop good hygiene routines. For example, children independently use tissues to wipe their nose and dispose of the tissue in the bin. The childminder reminds the children to wash their hands after using the toilet and before eating. She helps them to understand why it is important to reduce the spread of germs as they learn about good personal hygiene.
- Overall, the childminder supports children effectively. Children confidently access the resources they need. The childminder plans activities based on the children's next stage of development. However, she does not consistently engage with other settings that also provide care for the children. This does not help to promote continuity of care and learning for all children.
- Partnerships with parents are strong. The childminder shares information with parents regularly. For example, they have face-to-face discussions and conduct formal meetings to review the children's developmental records. Parents express their appreciation for the quality of care and education their children receive in the homely environment.
- The childminder is an experienced practitioner with high expectations for all children. She recognises the importance of continuously developing her knowledge and skills. For instance, she regularly meets with other professionals to share good practice.

Safeguarding

The arrangements for safeguarding are not 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:

- make better use of interactions with children to expand their language and communication skills even further
- strengthen partnerships with other settings the children attend to provide a greater continuity of learning.

Setting details

Unique reference number	EY246325
Local authority	Kent
Inspection number	10368027
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	7
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2003. She lives in Northfleet, in Gravesend, Kent. The childminder operates from 9am to 5pm from Monday to Friday, for most of the year. She receives funding for the provision of early education for three-year-old children.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The childminder showed the inspector around the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke with the childminder about how she supports children's learning and development.
- The children spoke with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to parents and read survey comments during the inspection to consider parents' views on the service they receive.
- 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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