

Childminder report

Inspection date: 2 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's care and have built lovely, strong bonds. The childminder speaks to the children in a calm and gentle way and holds conversations with them throughout their day. Children have well-established routines woven into their day and have been taught how to be independent in their self-care. For example, before mealtimes they know to line up at the sink to wash their hands and do so independently. The childminder knows the children very well and understands what they need to learn before starting school. She plans a broad curriculum and notices where there are gaps in the children's learning and plans this into their activities.

Children are given the opportunity to socialise in a larger group with visits to a nearby village hall with three other childminders. This allows them to interact with children their own age. They also access larger equipment, such as cars and bikes, to practise their gross motor skills. Children enjoy taking part in songs, rhymes and stories and talking to the other children while they eat their lunch. The childminder understands the importance of communication and language development and recognises the positive impact the group has.

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

- The childminder understands the importance of developing the children's personal and social skills with one another while in her care. Children show high levels of concentration and are very well behaved. They have wonderful relationships with their peers and take turns and listen to each other when playing. For example, they work alongside each other and complete a puzzle activity and talk to one another happily.
- Parents speak very highly of the childminder and talk about how happy their children are. Parents mention the good progress they have seen in their child's development and learning. The combination of the home environment and village hall setting is a particular highlight for parents. The childminder regularly communicates with parents and they are well informed about their child's activities and well-being during the day.
- The childminder understands the different stages of learning the children in her care are at. She provides support for children who need it and extends most-able children through activities. For instance, the childminder plays a number game to teach them to count and recognise their numbers. She uses amount cards to help children and encourages more confident children to combine amounts and recognise larger numbers.
- The childminder plans for children through playing with them and noticing any gaps in their learning. However, at times, bigger chunks of learning are not broken down into small manageable steps and, consequently, children do not

always achieve the learning intent.

- Children's vocabulary is developed well, and they are given opportunities to learn new words. The childminder speaks to the them as they play and asks them questions to check their understanding. When children mispronounce words, the childminder models how to say it correctly. For example, when a child says a colour is 'lellow' during a game and the childminder says how to say the word correctly.
- Children are taught about the world around them through local walks and trips to parks and the library. The childminder provides activities at the local village hall to celebrate birthdays and other celebrations for the group to enjoy. Other activities are introduced that explore children's similarities and differences. However, the childminder provides fewer opportunities for them to learn about the wider world and modern-day Britain.
- The childminder stays up to date with her professional development and has a good network of support to further her knowledge and learn from others. She understands where to go for help and support from outside agencies, if needed. She is part of a local collaboration of childminders, where issues are discussed and new information is shared.

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 of the curriculum to include smaller steps to more precisely target and monitor children's progress
- incorporate more cultural diversity into children's experiences to broaden their understanding of people and their communities.

Setting details

Unique reference number	EY283753
Local authority	Kent
Inspection number	10335647
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 June 2018

Information about this early years setting

The childminder registered in 2004. The childminder provides care for children from 7.30am to 5pm, five days per week.

Information about this inspection

Inspector
Jade Mellin

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the home premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- 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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