

Childminder report

Inspection date: 4 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's welcoming home. The childminder successfully implements an interesting curriculum that helps keep children motivated to learn. She plans around children's interests well. For example, she helps children develop their understanding of colours by talking about the colour of their favourite characters. Children enjoy using their imagination. They pretend to be cooks in the kitchen and wash their babies. The childminder teaches children about the natural world around them and provides them with good opportunities to explore and investigate. For instance, children learn about growing different plants, such as curry plants. They explore their different textures and the scents the plants give off.

The childminder teaches children about the importance of being kind and helps them understand how to behave well. Children are kind and work well as a team. They share and take turns during games. They tell each other, 'Let's use our muscles together,' as they set up a table and chairs ready for an activity. The childminder teaches children the importance of healthy lifestyles. For example, they follow thorough hand-washing routines. The childminder supports children to develop their physical skills. For example, they climb and balance on various climbing equipment during regular visits to the park. The childminder reminds children how to do this safely.

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

- The childminder knows all children well. This includes their likes and dislikes. She fully understands children's individual abilities and personalities. This enables the childminder to establish positive and trusting relationships with them. The childminder has high expectations of children's abilities. All children have a positive attitude towards their learning, behave well and make good progress.
- Overall, the childminder supports children to communicate with confidence. For example, children enjoy a wide range of books and singing activities. The childminder reinforces the correct pronunciation of words sensitively and skilfully. However, she does not provide children with enough time to think and then answer the questions she asks them. Therefore, children do not have consistent opportunities to build on their already good listening and speaking skills even further.
- The childminder successfully establishes positive partnerships with parents. They speak highly of her and her co-childminder, stating 'they are always happy' and 'they are accommodating and amazing'. The childminder communicates with parents daily and shares concise information about what children have enjoyed learning and what they will be learning next. She keeps parents well informed. For instance, she shares healthy eating ideas and tips with them to promote

healthy lunch boxes.

- The childminder evaluates her practice daily. She considers how well children have enjoyed the activities and what she would do differently next time. The childminder works very closely with her co-childminder who she shares ideas with. The childminder monitors the quality of care and teaching they provide children. She uses her findings to support her future practice.
- The childminder carries out independent research and training to keep her knowledge up to date. For instance, she has recently learned about how to support and promote positive mental health and well-being. As a result, the childminder supports children to express their feelings and emotions with confidence.
- The childminder ensures her practice is diverse and inclusive. For example, she talks to children about the countries other people live in around the world. However, the childminder does not have enough knowledge of religious beliefs or traditions from other cultures and communities to help children learn about other people outside of their own experiences.
- The childminder has good safeguarding knowledge and completes regular training to ensure her knowledge is current. She teaches children how to stay safe. For example, children talk about the rules of how to cross the road safely on regular trips. Children learn how to be safe around the family dogs and as a result, they are mindful and caring towards animals.

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:

- give children time to think and respond to questions asked to help children build on their listening and speaking skills further
- develop knowledge and understanding of other communities and people from around the world to support children's learning of other religious beliefs or traditions and cultures.

Setting details

Unique reference number	EY290019
Local authority	Kent
Inspection number	10357195
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 13
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 September 2019

Information about this early years setting

The childminder registered in 2013. She is located in Maidstone, Kent. The childminder cares for children from Monday to Friday from 7.30am to 6pm, all year around. The childminder holds a relevant early years qualification at level 3. She works closely with another childminder. The childminder receives the government funded places to provide free early education for children aged one, two and three years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The childminder carried out a learning walk with the inspector where the impact of the quality of interactions were assessed. The learning opportunities she provides children were discussed and reviewed.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included suitability checks for all adults associated with the address.
- During the inspection, the inspector spoke to the childminder and children at convenient times.
- Written feedback from parents were reviewed. The inspector considered all views shared.

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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