

Childminder report

Inspection date: 31 July 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 settled at this nurturing setting. They have built loving bonds with the childminder and seek her for cuddles and support. The childminder recognises when children may need extra reassurance and provides this through her warm interactions. Children feel safe and secure and become confident in her care.

The childminder provides children with opportunities to broaden their understanding of the world around them. For example, they access activities that help them to recognise their own and other's feelings. They enjoy books that help them to recognise things that are the same and different about themselves, compared with others. This helps children to understand diversity in the world. All children access a broad curriculum and make good progress in their development.

The childminder supports children to follow the routines and expectations of the setting. She praises children and models how to put things away. The childminder reminds younger children of how to take care of their toys. This helps children behave well and show respect for each other and for the resources in the setting.

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

- The childminder uses effective teaching strategies to help children learn new skills. For example, she demonstrates to children how to place wooden shapes into a shape sorter. Children watch and then copy. They manage to fit pieces through the holes and learn the corresponding names of the shapes. The childminder offers lots of praise, which motivates children to continue with their efforts and learning.
- The childminder collects effective information from parents when children start attending. This helps her to support children to settle and begin to follow familiar routines. The childminder recognises the importance of helping children to do more things for themselves. For example, children help to take things to the snack table. Children benefit from good opportunities to build their skills and take pride in their growing independence.
- Children take part in activities that help them to develop and strengthen their physical skills well. For example, the childminder provides children with small hammers to rescue plastic animals trapped inside ice. This engaging task helps children to talk with enthusiasm as they explore and name the different species of creatures. Children remain engaged as they learn new key skills that help them with their development.
- The childminder provides opportunities for children to develop their communication and language skills. She skilfully weaves new vocabulary into her interactions with children, for example specifically naming the small-world farm

animal as a 'cockerel'. The childminder repeats words clearly for children to learn, and children become confident talkers from a young age.

- The childminder generally understands how to identify what children need to learn next and includes this in her activities. However, she does not always consider how to adapt planned adult-directed activities to fully include the youngest children. On occasion, activities are a little too complex for children's age and stage of development. Some children lose interest and do not fully benefit from the intended learning.
- Children's safety is a high priority. The childminder makes risk assessments of all areas of her home and on trips out, such as to the local park. She uses exciting and engaging resources that are suitable and safe for children. The childminder has a thorough understanding of how to identify and report any safeguarding concerns. She completes regular training to keep her knowledge up to date.
- Parents are very complimentary about the childminder's service, and their written testimonials demonstrate the high regard they have for her. The childminder provides daily feedback, and parents say this helps them feel involved in their children's learning.
- The childminder reflects on her practice and is committed to working towards continuous improvement. She reviews her policy and practice regularly. For example, she has accessed training to support her teaching for children with special educational needs and/or disabilities.

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:

- strengthen the intent of adult-led activities to ensure they are age-appropriate and meet the needs of all children.

Setting details

Unique reference number	EY295719
Local authority	Kent
Inspection number	10351390
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 1
Total number of places	3
Number of children on roll	1
Date of previous inspection	31 October 2018

Information about this early years setting

The childminder registered in 2005. She lives in Canterbury, Kent. The childminder operates Monday to Thursday, from 7.30am to 5.30pm, for most of the year.

Information about this inspection

Inspector

Kate Williams

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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