

Childminder report

Inspection date: 20 June 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

The childminder provides a warm and nurturing home-from-home environment. She is warm and caring and has strong bonds with the children. Children of all ages play well together. They are curious to learn and naturally take turns, to create patterns on a peg board, for example. The childminder uses spontaneous opportunities such as these to build on children's learning. She illustrates this well as she encourages them to think about colour and the shapes that they are forming.

The childminder's curriculum places a strong focus on children's developing personal, social and emotional development. She is calm and patient, and treats all children with respect. This has a positive impact on children's behaviour. For example, older children show kindness to their younger peers. They help them to complete tasks and achieve their goals, such as to put on their shoes.

Children have many opportunities to learn about the wider world. For example, the childminder regularly takes children to the nearby library, where they delight in taking out books of interest to read at the setting. Older children show an interest in nature and actively talk about the insects they have found during their bug hunts. Children enjoy socialising with adults and children at groups in the community. This supports their developing confidence to interact with others in new and diverse situations.

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

- The childminder works closely with parents right from the start. She gathers detailed information about their children's abilities and achievements to help form her initial assessments. The childminder continues to assess children and plans a curriculum that focuses on what children know and can do. However, her planning does not consistently target the developing speech and pronunciation skills of younger children, to help build on their language and communication skills even further.
- The childminder skilfully builds on children's mathematical development. For example, she introduces words in context, such as 'full' and 'empty,' as older children fill up containers during water play. Younger children make handprints on different surfaces, and show an interest in number and size.
- Partnerships with parents are good. The childminder spends time getting to know children and their families. She shares regular information on children's learning, such as through discussion and digital media. This helps to ensure continuity in children's on-going development. Parents say they are extremely happy with the care and learning their children receive.
- The childminder encourages young children to actively take part in their own

personal self-care. She talks to children about why they need to wear suncream and the importance of wearing their hats in hot weather. The childminder provides learning experiences to help children develop an understanding of oral hygiene. She talks to children about the benefits of eating healthy snacks and regularly drinking water. This promotes children's good health and well-being.

- The childminder frequently reflects on her setting to improve her practice. She continues to build on her skills and knowledge, such as through webinars and sharing good practice with other professionals. The childminder keeps up-to-date with the latest guidance and legislation, and informs parents of any changes to her provision.
- Children benefit from a range of learning experiences that support their early reading and writing skills. For example, the childminder reads books of interest to children and actively engages them in stories. Children can independently access a variety of tools and craft materials. They enjoy drawing and practise pencil control.
- The childminder supports children's developing physical skill well. For example, children delight in listening to their favourite nursery rhymes. They dance, join in with action songs and practise moving their bodies in different ways. Children build on the muscles in their legs as they learn how to manoeuvre ride on toys for example. They enjoy walks in the community and have opportunities to run around in wide open spaces.
- The childminder is a good role model. She inspires children to take on small tasks and encourages them to be helpful. Even toddlers naturally help to tidy away resources when they have finished playing with them. Children offer each other support and use good manners, such as 'please' and thank you.'

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:

- plan even more precisely to target the developing speech and pronunciation skills of younger children.

Setting details

Unique reference number	EY300431
Local authority	Kent
Inspection number	10339364
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 12
Total number of places	6
Number of children on roll	14
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 2005. She lives in Tonbridge, Kent. The childminder works from 7am to 6pm on Monday to Thursday, all year round. The childminder has a qualification in childcare at level 3. She offers funded early education for two,- three,- and four-year-old children

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning. Parents shared their views on the childminder's setting in writing, which the inspector considered.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the childminder's setting in person and in writing, which the inspector considered.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.

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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