

Childminder report

Inspection date: 10 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

Children are very happy and confident in the childminder's inviting and welcoming home. The childminder successfully implements a challenging curriculum that engages children and motivates them to learn. Children have a keen interest in vehicles and go on to learn about different types of vehicles. The childminder teaches children new facts, such as that aeroplanes stow their wheels until they land. Children learn about the ocean, go on to make their own ocean creatures and learn facts about seahorses. The childminder teaches children the importance of healthy lifestyles and the benefits of healthy eating. For example, children confidently sing a song about washing away germs.

The childminder is a positive role model. Children follow instructions and know the rules and boundaries. Children behave well. They are kind to each other and help each other to reach objects. The childminder encourages children to learn about different ways to move their bodies. For example, they use challenging climbing and balancing equipment daily. The childminder supports children to develop control over their smaller physical movements. For instance, children are confident to move small objects with tweezers and pegs. Children are keen to act out their thoughts and ideas, and they enjoy being imaginative. For example, while singing about a boat, they use a cardboard box to create their own boat to sail in.

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

- The childminder establishes positive relationships with all children. She gets to know children's individual personalities. She knows what they like and dislike and plans activities and experiences accordingly. This supports children to have a positive attitude towards their learning.
- The childminder provides a safe and secure environment for children. They enjoy their time with her and feel settled and at home. They enjoy the childminder's company. For example, they are excited to tell her their thoughts and give her warm cuddles.
- Overall, the childminder supports children well to prepare them for their eventual move to school. For example, children are independent to find their own belongings. Even the youngest children gather their nappies and wipes when they need changing. However, at times, the childminder is too keen to provide children with solutions to their problems. For example, she tells them to turn a puzzle piece around, so it fits. Therefore, children do not have consistent opportunities to try out their own ideas and solve their own problems with more independence.
- The childminder successfully establishes positive partnerships with parents. She keeps them fully informed about their children's learning and what they will be learning next. The childminder shares helpful information with parents. This

includes sharing activity ideas and resources to support children to develop their hand-eye coordination. Parents are happy, and they comment that the childminder is supportive, kind and nurturing.

- Overall, children are confident to communicate and share their thoughts and ideas. The childminder builds on sentences and sensitively reinforces the correct pronunciation of words. The childminder asks good questions and talks constantly to children. However, at times, this does not give children enough time to think and then respond. The childminder provides answers very swiftly and does not often pause to give children time for thought. Therefore, the childminder does not provide consistent opportunities to build on children's already good speaking and listening skills even further.
- The childminder evaluates her practice daily. She reflects on what children have enjoyed and what they did not engage in as much. She uses her findings to enhance her future practice.
- The childminder completes training beneficial to her practice. For example, she has recently learned about how to support children to develop in all areas of learning. Therefore, she successfully supports all children to make good progress. This includes those who speak English as an additional language.
- The childminder teaches children about other peoples' similarities and differences outside of their own communities and experiences. For example, the childminder is confident to teach children key words in other languages, such as 'hello' in Portuguese and Spanish.
- The childminder teaches children how to keep themselves and others safe. For example, children talk about the role of a lollypop person and how they help them cross the road safely with confidence.

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:

- build on children's opportunities to think about how to solve their own problems with more independence
- support children to build on their developing communication skills even further.

Setting details

Unique reference number	EY301251
Local authority	Kent
Inspection number	10372660
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	30 April 2019

Information about this early years setting

The childminder registered in 2005. She is located in Wouldham in Rochester Kent. The childminder cares for children from Monday to Friday, from 8am to 6pm, all year around. The childminder receives funding to provide free early education for children aged one, two, three and four years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and the children at convenient times and reviewed written feedback from parents and considered their views.

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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