

Childminder report

Inspection date: 22 January 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

All children are very happy, confident and settled in the childminder's friendly and welcoming home. For example, children actively seek out hugs from the childminder and laugh as they carry out 'funny' dance moves together. The childminder successfully implements a challenging curriculum that motivates all children to learn. For example, children learn about different ways to make marks and patterns as they roll balls in paint. Children have a keen interest in transport. They go on to learn about different types of vehicles as they enjoy a visit to the fire engine museum. Children learn to be creative and use their imagination with confidence. For instance, they use a wide range of materials, such as play dough and feathers, to create their own unique friendly monsters.

The childminder is a positive role model, and children learn about the expectations of their behaviour. Even the youngest children say 'thank you' with no prompts. The childminder is skilful when building on children's sentences and reinforcing the correct pronunciation of words. She encourages them to share their ideas and listen to others. This helps teach children how to be confident to communicate. Children learn about the importance and benefits of healthy eating. For example, they discuss healthy food items during mealtimes. Children are confident to move their bodies in different ways, such as crouching and stretching as they dance. They learn to develop their physical skills well.

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 what makes each child unique. The childminder carefully plans activities that she knows children will enjoy. This helps keep them engaged and have a positive attitude towards their learning. The childminder supports all children to make good progress.
- The childminder has a good understanding of her chosen curriculum and uses plans to support children to prepare for their future learning. For example, children have good opportunities to recognise letters and words to develop their literacy skills as they play.
- The childminder successfully establishes positive partnerships with parents. She keeps them informed about their children's achievements and what they will be learning next. The childminder shares helpful ideas with parents. This includes information about the benefits of allowing children to take risks during play. Parents comment that the childminder is an enormous positive influence, and they do not have enough words to express their gratitude.
- The childminder has a clear understanding of what settings children also attend and introduces herself to staff there. She communicates with them on occasion. However, this is more likely to be through parents. Therefore, the childminder

does not yet fully embed the highest quality of consistency to children's shared care and learning if they also attend another setting.

- The childminder evaluates her practice daily. She considers how well her practice is engaging children and what she would like to continue to enhance. She reflects on practice regularly and uses her findings to develop her performance. For example, she is keen to actively access additional outdoor training to build on children's already good opportunities to learn outside.
- The childminder completes training beneficial to her practice. For example, she has recently learned about the different ways in which children learn and develop. As a result, she supports children by making her plans individual to them and considers their preferred way of learning. Therefore, she meets children's needs and helps them make good progress.
- Overall, the childminder ensures her practice is diverse and inclusive. However, she does not consistently provide children with more extensive opportunities to learn about other peoples' similarities and differences from around the wider world. This includes other cultures and traditions. For example, the childminder is more confident to teach children about traditions that are more familiar to her.
- The childminder completes thorough risk assessments and teaches children how to keep themselves and others safe. For example, children talk about the rules of how to cross the road safely on the frequent trips and outings to a wide range of places of interest.

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 already established relationships with staff at settings children also attend
- support children to develop a greater understanding of other people outside of their own communities and experiences even further.

Setting details

Unique reference number	EY303118
Local authority	Kent
Inspection number	10376013
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 May 2019

Information about this early years setting

The childminder registered in 2005 and is located in Maidstone, Kent. The childminder cares for children from Monday to Friday from 7.30am to 5.30pm, all year around. The childminder receives funding to provide free early education for children aged one, two and three years. The childminder has a relevant early years qualification at level 3.

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 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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