

Childminder report

Inspection date: 13 March 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 thrive in the care of the experienced childminder. She has a calm and gentle approach with the children. The home-from-home environment has an abundance of learning opportunities. Children freely choose which activities they would like to play with as resources are freely available. The morning session starts with self-registration. The childminder encourages children to find their own name. They discuss how they are feeling and sing songs. These activities help children to feel welcome and valued.

The childminder offers a good balance of adult-led activities and child-initiated play. She plans a challenging curriculum that builds on what children know and what they need to learn next. This helps children to make good progress and develop a love for learning.

Children's behaviour is very good. They help to tidy up and share with their friends. The childminder is a good role model for children. For instance, she gently reminds them to say 'please' and 'thank you'. Children enjoy role play. They set up the table for a tea party and 'bake cookies' for their friends. They count how many chocolate chips are on the top of each cookie and invite everyone to try them. Children enjoy using their imagination to extend their learning.

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

- Mathematics is skilfully woven into children's play throughout the day. The childminder uses effective strategies to encourage children to count and problem-solve. For example, children build towers and think about how to make them balance and not fall over. They keep on trying when things do not work. The childminder successfully supports children from a young age to learn about numbers and counting in fun and exciting ways.
- The childminder works hard to build good relationships with parents. She provides them with information on how to support their children further at home. For example, she gives them games to play to help develop their children's speech. However, the childminder has not yet established working relationships with other settings the children attend. This does not promote consistency for children's care or learning.
- Children are very friendly. The childminder encourages them to greet visitors and invite them into their play. Children are keen to get everyone to join in their game. For example, they pass around play phones and call them to take orders from their café. They are confident to hold conversations and use their imagination. The childminder helps children to develop good social skills.
- The childminder places a strong emphasis on preparing children for school. For instance, older children can recognise and are starting to write their own name.

They enjoy playing word games with the childminder to prepare them for early reading.

- The childminder promotes healthy living and good hygiene practice. She talks to the children about the importance of washing their hands to remove germs. Generally, children are encouraged to be independent. For instance, they wash their own hands and use their own towels to maintain good hygiene. However, sometimes the childminder completes tasks for older children that they are able to do for themselves. For example, she puts on their aprons and gives them resources that they can get on their own. This does not always support their growing independence.
- The childminder knows the children that she cares for well. She uses their interests and incorporates these into their play. For example, children enjoy taking care of baby dolls by changing their nappies and putting them to sleep. The childminder shows them how to rock them and be gentle. This is helping children to develop kindness and empathy towards others.
- Parents are very happy with the care that the childminder provides. They say that she is nurturing and takes account of their views. For example, parents ask if the childminder can help children to put on their own shoes. The childminder teaches the children how to tie their laces. Parents feel involved in their children's day and have time daily to talk about what they have been doing.
- The childminder continually reflects on her provision. She strives to provide the best early years education for all children. The childminder has completed training to support children with special educational needs and/or disabilities. That means she can recognise when children may need more help to meet their needs.

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 relationships with other settings that the children attend to provide continuity in their care and learning
- enhance opportunities for children to build their growing independence.

Setting details

Unique reference number	EY310104
Local authority	Kent
Inspection number	10388748
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 July 2019

Information about this early years setting

The childminder registered in 2005 and lives in West Kingsdown, Kent. She offers childcare from 7am to 6pm, Monday to Thursday, all year round, except for family holidays and bank holidays. The childminder has a relevant early years qualification at level 3. She receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 of 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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