

Childminder report

Inspection date: 14 May 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

The childminder provides a friendly and inviting environment for children to play and learn. Children are confident and clearly enjoy their time in the childminder's care. They show good levels of concentration and enjoyment at activities that meet their emerging needs. For example, children are excited to explore water play. They learn about weight and concepts, such as floating and sinking, as well as strengthening their hand-eye coordination as they confidently pour water from one container to another.

The childminder has created an ambitious curriculum. She has a clear understanding of what she wants children to achieve before they transition to school. The curriculum has a current focus on developing children's communication and language skills and their physical development. The childminder uses her good knowledge of child development to assess children and to plan appropriate next steps for their learning. All children make good levels of progress from their starting points.

Overall, children behave well and develop positive attitudes to learning. They show respect for the childminder and their friends. They listen to instructions to keep themselves safe. For instance, when children are reminded not to climb up the slide, they listen and adhere to the rules.

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

- The childminder is reflective and takes effective steps to keep her knowledge and skills up to date. She completes regular training, attends webinars and works with her local authority effectively. The childminder reflects on the positive impact her training has had on children's communication and language development. In addition, the childminder regularly meets with other childminders in the area to share knowledge with each other.
- The childminder consistently supports children's communication and language skills. Children develop a love of stories. They regularly take their favourite books to the childminder to read, joining in with repeated phrases. Furthermore, the childminder is skilled at introducing new words to children as they play. For example, children show a keen interest in minibeasts. They explore the garden with magnifying glasses, recalling the names of minibeasts they have explored, such as 'centipede'.
- Parents are highly complimentary of the childminder. She has built secure relationships with parents, which begin through her effective settling-in sessions. The childminder takes time to learn about children and their families. At times, she also visits children at home to learn more about their home life before they begin. The childminder regularly shares information with parents regarding their

children's next steps in development and how this can be further supported at home. This includes advice regarding toilet training and regarding the use of dummies when developing children's speech and language.

- The childminder takes children on regular outings in the local environment to enhance the curriculum and their experiences. For example, they visit local castles and parks and attend groups with other local childminders. When children are settling in, the childminder collates information about children's cultures, religions and faiths from parents to incorporate into her curriculum. However, she does not fully consider ways to embed and extend children's knowledge about diversity in their day-to-day learning. This means, at times, children do not have a chance to reflect on their differences and what is unique about them and their family.
- Children enjoy being physically active in their play. They show confidence when they climb on apparatus and explore various ways of moving their bodies. This is further supported through the opportunities available to children to strengthen their fine motor skills in preparation for writing. For example, children enjoy large-scale drawing with chalks and use knives to cut their fruit at snack time.
- The childminder is skilled at understanding child development and what is age and stage appropriate. She supports their emerging social skills well. For example, she ensures that there are enough resources to support children who are learning to share. Furthermore, she is consistent when explaining to children the rules of her home. Children show respect and listen well to what the childminder has to say. They are developing an understanding that rules are in place to keep them safe.

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:

- extend opportunities for children to learn about people and families who are different to their own to further enhance their understanding of diversity.

Setting details

Unique reference number	EY318057
Local authority	Kent
Inspection number	10388259
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	0 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2005. She operates from her home in Hadlow, near Tonbridge, Kent. The childminder receives funding to provide funded education for children aged nine months to four years. The childminder has an appropriate early years qualification at level 3 and occasionally works with assistants.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, 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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