

Childminder report

Inspection date: 22 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are excited on arrival. They are happy and confident, which is seen as they smile and readily separate from parents. Children are pleased to see the childminder, her co-childminder and to play with their friends. Children settle quickly into the routine of the day and eagerly choose what they would like to play with.

Children are successfully developing their creative skills. The childminder plans a range of experiences that help children express themselves. For example, she takes children to a local group where they enjoy singing and joining in interactive stories.

The childminder is a good role model for children. She is calm and consistent in her expectations of children's behaviour. This supports children to be respectful to their peers and adults. For example, they listen carefully and respond positively to requests from the childminder, such as helping to tidy away toys before lunch. This prepares them well for later learning.

Children spend plenty of time learning outdoors. The childminder has arranged the outdoor learning environment so children can use it in all weathers. For example, children enjoy resources and activities such as painting and puzzles in the outdoor classroom, located in the garage.

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

- The childminder has a good knowledge of child development and how children learn. She regularly checks what children have remembered. This helps her to plan activities that successfully build on what children already know and can do. For instance, she encourages children to recall the names of dinosaurs before she introduces new ones.
- Overall, the childminder supports children to develop their early mathematical skills. For example, she teaches them names of shapes, such as 'rectangle' when children play with wooden blocks. However, during some activities, such as cooking, at times the childminder does not recognise opportunities to extend children's understanding further. For example, about quantity and measure.
- The childminder helps children to understand about the world they live in. She plans a range of trips and activities that support children to learn about others. For example, children visit elderly residents in a local care home, which teaches children to value people of all ages.
- The childminder focuses her curriculum on preparing children well for the eventual move to school. From the outset she encourages children to be independent in some areas. For example, she gives older children the responsibility of sharing their learning journals with parents and bringing them

back the next day. However, occasionally, she carries out simple self-care tasks for children rather than supporting them to try for themselves, such as wiping their noses. This does not consistently support children to learn to manage their own personal needs.

- The childminder successfully supports children's physical and emotional well-being. For example, she gives children plenty of praise and provides warm and cosy places for them to sleep and rest.
- The childminder supports children and families to lead healthy lifestyles. For example, she shares information with parents about nutritious food choices. Additionally, she offers balanced and nourishing meals which helps children learn how to be healthy.
- The childminder supports children to explore and investigate, which successfully develops their curiosity. For example, children spend long periods of time examining the rainwater that has collected in the outdoor play kitchen. This helps to develop their concentration skills.
- The childminder plans group activities that support children to build their social skills. This is evident when children demonstrate their abilities to successfully share resources and be patient. For instance, they happily take turns to drive the play car in the garden.
- The childminder regularly reflects on her practice, which helps her to identify areas for improvement. For example, she has developed her knowledge of how to plan learning experiences based on children's individual patterns of play.
- The childminder works well with parents. She ensures she keeps them up to date with their child's development. Furthermore, she swiftly refers children to outside agencies if there are emerging concerns. This enables children to get the extra help needed to make continued progress.

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:

- develop a more consistent approach to helping children learn how to manage their own self-care needs.

Setting details

Unique reference number	EY339813
Local authority	Kent
Inspection number	10317272
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Tunbridge Wells, Kent. The childminder works with another registered childminder. The childminder works from 7.45am to 5.30pm on Monday to Friday all year round, excluding family holidays. She is in receipt of funding for the provision of free early education for children aged three and four years. The childminder is a qualified teacher.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, discussed this with childminder and assessed the impact this has on children's learning.
- The childminder and inspector discussed how the childminder organises her early years provision, including the aims and rationale for their EYFS 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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