

Childminder report

Inspection date: 7 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the home of this dedicated childminder. She is passionate about meeting the needs of all children in her care. The childminder meets with parents before their children begin attending and finds out about their children's needs and individuality. The childminder uses the information she learns to plan unique settling-in sessions that meet the needs of each child. This ensures that their emotional needs are met.

The childminder has high expectations for each child. She observes them to find out what interests them and how they like to learn. The childminder uses this information to help her plan an effective curriculum that meets their needs. For example, she uses children's favourite resources, such as craft things, to plan next steps in their learning. This helps make learning fun. All children, including children with special educational needs and/or disabilities, are making good progress in their learning.

The childminder is a positive role model. Children are polite, and they behave well and respect each other. They play happily together and share and take turns patiently. For example, they pass each other puzzle pieces when playing together. On the odd occasion when children forget to say 'please' or 'thank you', the childminder gently reminds them of their manners. This helps children know what is expected of them.

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

- Children learn to develop their communication skills well. They have lots of conversations when playing. The childminder listens and responds well when children ask questions. For example, when they ask names of dinosaurs, she looks them up on the internet. This supports children to increase their vocabulary.
- The childminder places a high priority on teaching children about numbers, counting and positional language, such as 'on top of' or 'below'. She has fun with numbers while playing. For example, she shows children a six is also a nine if turned around. These experiences help children develop early mathematical skills.
- Children are developing a love of books. They choose their favourite book for the childminder to read to them. The childminder uses this opportunity for children to create their own stories by asking them to add their ideas to the book. This helps children develop their literacy skills. When the childminder feels children are ready, she introduces the letter sounds of words. This gives children a good base for their next stage in learning.
- Children learn to be independent in their learning. They choose from a range of

resources and understand they need to put them away before getting more toys out. The childminder encourages children to do things for themselves before helping, for example, when they are putting on wellington boots on to go outside. This helps children to develop self-help skills for the future.

- On the whole, the childminder supports children to learn the importance of healthy lifestyles. All children have water bottles they can access when they are thirsty. The childminder offers healthy snacks, such as fruit and vegetables. Children understand they need to clean their hands before and after eating. They have the opportunity to play outside daily. However, the childminder has not fully considered the range of opportunities to practise their large-muscle skills. For example, she does not consistently plan opportunities for them to take part in challenging activities, such as climbing and running.
- The childminder offers children opportunities to learn about communities outside their own. For example, they talk about the traditions of other countries, such as Chinese New Year and Diwali. This helps broaden children's understanding of the world around them.
- Partnerships with parents are good. The childminder sends termly reports to keeps them up to date with the progress their children are making. She supports parents with ideas to extend children's learning at home. Parents, in turn, share learning that their children have achieved at home. This helps children benefit from a consistent joined-up approach.
- The childminder reviews her practice on a regular basis. She reflects on what went well and what did not and makes changes accordingly. The childminder works in partnership with other childminders. They share ideas on good practice. This helps her raise the quality of her provision.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build further on opportunities for children to use their large muscles during play.

Setting details

Unique reference number	EY340941
Local authority	Kent
Inspection number	10367150
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 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	28 February 2019

Information about this early years setting

The childminder registered in 2006. She lives in Aylesford, Maidstone, Kent. She operates all year round, from 7am to 5pm, Monday to Friday. The childminder holds a qualification at level 3. She provides funded care and early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janine Scott

Inspection activities

- The childminder showed the inspector around the areas of her home used for childminding and discussed the risk assessments in place to minimise hazards.
- The inspector looked at relevant documentation, including paediatric first-aid and suitability checks.
- The inspector held discussions with the childminder about how she plans to support the needs of individual learning needs of the children.
- The inspector took account of the views of parents during the inspection.
- The inspector spoke to children during the inspection to gain 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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