

Childminder report

Inspection date: 1 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

The childminder has created a home-from-home setting where children feel safe and secure. This helps children to settle quickly. Children and the childminder have positive relationships. Children often go to her for a hug or some comfort. The childminder has established secure routines that children understand and follow. For instance, when they come in from outside, they know to take off their shoes. The childminder has high expectations of how children should behave. She expects children to sit at the table to eat their food and gently reminds them to sit down if they get up while eating. The childminder encourages children to share and take turns, praising them when they do so. For example, when children are imitating the noises different animals make, they pass the toy animals to each other or to the childminder.

The childminder knows the children and their interests well. She has planned a curriculum to meet the needs of all children, including those with special educational needs and/or disabilities. Children have positive attitudes and build on what they know and can do. For example, they have imaginary telephone conversations with the childminder, where she encourages them to ask or answer questions. This helps to extend their use of spoken language effectively.

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

- Parents are very happy with the level of communication they have with the childminder. They appreciate the sharing of photos of their children as they learn and play. Parents are kept well informed about what their children are learning and the progress they are making. They are often provided with suggestions as to how they can support their child's learning at home.
- The childminder plans a curriculum that reflects the individual learning needs of all children who attend. This includes a range of interesting and challenging activities that successfully promote all areas of learning. There are times when activities planned in the curriculum are a little too challenging for the children taking part, and they become distracted. However, the childminder is skilled at taking action promptly to redirect children to activities that they enjoy.
- Children of all ages sit companionably with the childminder as she supports them to look at books and listen to stories. Together, they read the letters the animals have written about how they feel. Each one is a different colour, and this helps children to identify new colours.
- The childminder joins in with children in their role play. Together, they create a farm outside. They find all the farm animals and have great fun making the animal noises. The childminder and the children identify and name the different animals. This helps to increase the vocabulary of the children.
- The childminder provides a good range of activities to support the physical

development of the children. In addition to walks in the woods, children dance to music and perform actions such as jumping and hopping. This also helps to build on communication and language skills, linking a word with an action. The childminder and the children clap each other to celebrate their success in performing these actions.

- Children develop strength in their fingers to help support early writing skills. The childminder provides puzzles where children have to turn the pieces round to fit the shape. The youngest children play with a xylophone, banging the keys with their hands. With the support of the childminder, they gradually learn greater control and hit individual keys with the baton.
- The childminder focuses well on helping children to learn that people have different beliefs and customs. Parents come to read stories from their home countries and bring in food for children to try. Others provide common words in their home language, which children and the childminder try to learn.
- The childminder and co-childminder work well together. They talk to each other about the strengths of their provision and areas where they intend to develop their practice further.

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:

- refine further the planning of adult-led activities to more precisely reflect the interests of the children taking part.

Setting details

Unique reference number	EY369816
Local authority	Kent
Inspection number	10363819
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 2008. She lives in Maidstone, Kent. She operates from 7am to 6pm, all year, Monday to Friday, with the exception of bank holidays and family holidays. The childminder provides funded early education for children aged from nine months to four years. She works alongside another registered childminder and holds an early years qualification at level 3.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- The childminder explained to the inspector the educational value of the activities on offer for the children present.
- At appropriate times during the visit, the inspector spoke to parents, read testimonials they had written and talked to the children. She took all their views into consideration in her evaluation of the setting.
- The childminder and the inspector discussed the learning that took place when they undertook a joint observation.
- The inspector observed the interactions between the children and the childminder.
- The childminder explained her responsibilities in terms of keeping children safe from harm to the inspector.
- The inspector viewed documents relating to the suitability of those living and working on the premises.

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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