

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 homely environment where children are happy and settled. The relationships between the childminder and the children are trusting. Children readily go to her for comfort and cuddles. The childminder has high expectations of how children should behave. On the infrequent occasions when children have mild disagreements, the childminder talks to them gently about how to be kind to others. The childminder helps children learn how to share and take turns. For example, at snack time, children voluntarily pass fruit for others to eat.

The childminder encourages children to be independent. For example, babies have a spoon to begin to feed themselves. Older children are encouraged to try to fasten up their coats before going outside to play. The childminder has established clear routines and children follow these. For instance, they know to wash their hands before eating. The childminder helps children understand how to keep safe, reminding them that they are too tall to stand upright under the table.

The childminder plans a curriculum to meet the needs of all children, including those with special educational needs and/or disabilities. All children make good progress in their learning and development.

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

- Partnerships with parents are strong. Parents are very pleased with the information they receive about the learning and progress of their child. Where children have additional needs, parents are delighted with how the childminder follows the advice of external professionals.
- The childminder uses her observations of children as they play to identify the next steps children need to achieve, and she plans appropriate activities. This helps to support the good progress children make. The childminder supports young children to increase their vocabulary. For example, she has a range of fruits for children to taste and names each one, using a clear voice. This helps children to extend their vocabulary and to pronounce words correctly.
- Although the childminder provides an ambitious and stimulating curriculum, at times, the planning of adult-led activities is not fully effective in reflecting the interests of the children taking part. On occasion, children lose interest because activities are overly ambitious. However, the childminder recognises when to introduce new ideas and is generally successful at moving on to experiences that children enjoy.
- There are a range of activities to support children to develop physically. In addition to regular visits to the park, children play outside in the sand and water. They use simple tools to dig in the sand and pour water into different containers. Children have fun when they make splashes and laugh with pleasure.

Inside, children manipulate shapes to fit them into the correct slots in the shape sorter. The childminder encourages children of all ages effectively to enjoy books. The youngest children enjoy feeling the different textures of animal coats in a board book. They learn to turn the pages and point at the different animals. Children try to make the sounds the animals make, helping to further support their emerging communication skills.

- Older children bring their own experiences to their play. They begin to play collaboratively with the childminder to 'cook' in the toy kitchen. The childminder helps children to use mathematical language, such as 'balance', as they put things on the scales. The childminder supports children to respond to questions. For example, she asks how the food will cook, helping children realise they need to turn on the oven and put the food inside.
- The childminder works alongside another registered childminder. They communicate effectively to identify the learning needs of the children on a daily basis and identify their own training needs.
- There are secure links with the local schools children attend. The childminder discusses the children due to transfer and shares their learning and next steps with the school. This helps to support a consistency of learning as children move to the next stage of their education.

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	EY369833
Local authority	Kent
Inspection number	10363820
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 and lives in Maidstone, Kent. She operates from 7am to 6pm, Monday to Friday, all year round, 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 and the inspector discussed the activities available and what the childminder wants children to learn.
- The inspector observed the childminder interacting with children and discussed the learning that took place.
- At suitable times during the day, the inspector spoke to the childminder, to parents and to children. She took their views into consideration in her evaluation of the setting.
- The inspector viewed documents relating to suitability.
- The childminder discussed with the inspector her responsibilities in terms of keeping children safe at all times.

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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