

Childminder report

Inspection date: 29 August 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 arrive happy and settle quickly. They are eager to engage in the variety of activities on offer. Children show warm and friendly interactions, as they greet the childminder and their peers. For example, a young child arrives calling the name of another child as they cannot initially see them. This shows that the childminder has created a space for children to make strong attachments and have a sense of belonging. The childminder has also embedded a good routine. For example, as children arrive, they sit on the step to take their shoes off and put their belongings away.

The childminder helps children to build the confidence to talk to others about their experiences. For example, they inform others of the childminder's budgies they help care for. They talk about what the budgies eat and say that they have to be quiet around them, so as not to scare them. Children enjoy sharing experiences together and show excitement when showing others what they got for their birthday. Children show high levels of engagement with the activities the childminder provides. They confidently follow instructions and directions from the childminder. Children share their knowledge and understanding. For example, when taking off a dressing-up outfit to prepare for an activity, children state, 'I should take this off as it is quite warm today and I am probably red and sweaty.'

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

- The childminder keeps herself up to date with relevant training. She shows good reflective skills to identify gaps in her understanding or practice. For example, she has recently attended training to promote speech and language in young children. This has enabled her to strengthen her practice with young children to enhance their early language skills.
- Parents say that the childminder is very supportive. She has strong procedures in place to settle children quickly, which enables them to have a positive experience. The childminder shares information with parents daily. This ensures that they are well informed. For example, parents receive daily photos and diaries, as well as regular updates about their child's learning and development.
- The childminder demonstrates strong knowledge of children's learning. She has a good understanding of what she wants children to achieve next in their development. However, planning is not always fully precise. Some group activities are a little too complex for the youngest children taking part. Similarly, the childminder does not always recognise when some children could benefit from greater challenge during activities, to extend their learning.
- The childminder provides a wide range of experiences for the children. For example, they often visit local parks, go strawberry picking and attend local music groups. This strengthens children's knowledge and social skills, which

supports them well for the next stage in their education. The childminder offers weekly topics to enable children to have access to new learning opportunities. For example, they are currently learning about 'under the sea'. Children are confident to state facts about different fish and enjoy creating 'starfish'.

- The childminder promotes good hygiene practices and supports children to manage these independently. For example, children wash their hands and take themselves to the toilet. The childminder sensitively supports those who are younger with their self-care. The childminder promotes children's good health by providing them with access to a large outdoor area, which includes a trampoline, slides, footballs and a see-saw. This gives children lots of opportunities to explore their physical development. Children particularly enjoy using the diggers in the sand tray.
- The childminder teaches children to identify risks and manage their own safety. For example, children show care and concern for each other, as they warn younger children to be careful so they do not catch their fingers during a fishing game. The childminder is proactive in giving clear instructions to children and is consistent in the expectations she has of them. For example, when children begin to run indoors, the childminder calmly reminds them of the rules and distracts them promptly with an alternative activity.

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:

- review and improve the planning of activities to more precisely reflect the learning needs of the children taking part.

Setting details

Unique reference number	EY391013
Local authority	Kent
Inspection number	10351071
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 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	3 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Swanley, Kent. She operates all year round from 8am to 6pm, Tuesday and Thursday, except for family holidays. The childminder provides funded early education for children from nine months to five years old.

Information about this inspection

Inspector

James Sutton

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 setting.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.

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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