

Childminder report

Inspection date: 19 March 2025

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 are happy, settled and form close relationships with the childminder and her assistants. They show a real sense of belonging in her homely environment. The childminder provides a gradual settling-in process, which is adapted to children's individual care needs. She uses this time to gather detailed information from parents about their children's routines and interests. This helps her to respond to their needs promptly. The childminder uses her knowledge of children's individual needs to help her to plan a curriculum to support them to reach their full potential. Children develop a positive attitude to learning. They are eager to join in with new learning experiences. The childminder places a high focus on developing children's speech, language and communication skills. She uses every opportunity to talk to children, ask questions and introduce new language. This helps to build children's vocabulary.

The childminder has familiar routines and boundaries in place, which are well known to children. They know to wash their hands before cooking activities and mealtimes. This helps children learn good hygiene procedures. Children's behaviour is good. The childminder and her assistants provide children with consistent expectations to help them successfully join in with activities and stay safe. She encourages children to tidy away resources when they have finished. This encourages children to learn how to care for their environment.

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

- The childminder knows each child in her care very well. She uses her ongoing observations and assessments to plan the curriculum around children's interests, what they can do and what they need to learn next. Overall, the childminder provides activities to include all ages of children. She encourages the older children to help the younger ones to take turns as they make a tower with bricks. However, at times she does not fully consider children's different stage of development during some activities, to enhance their learning further.
- The childminder and her assistants promote children's love of books. They ensure children access a wide range of books and develop a love of reading from a young age. They read stories to children that captures their attention. Children listen with interest and repeat familiar words and phrases. This helps to support children's early literacy development.
- Children develop their physical skills well. For example, they enjoy running, jumping and controlling their bodies in different ways to catch bubbles. The childminder encourages younger children to pull themselves up and to stand and move along low-level furniture. Older children have opportunities to learn to ride wheeled toys, balance on climbing apparatus, throw and catch balls.
- Overall, children's growing independence is supported. Children access resources

by themselves and learn to wash their hands. However, occasionally, the childminder and her assistants will step in to complete tasks that are achievable to children and does not always give them the opportunity to have a go for themselves. This does not provide children with the opportunities they need to practise and extend their growing independence.

- The childminder and her assistants help children to learn about different cultures and traditions that people celebrate through the year. She introduces books about diversity, and helps children learn about different festivals, such as Chinese New Year, Eid and Ramadan. This gives children the opportunity to learn more about the world they live in.
- The childminder regularly updates parents on their children's progress. She shares the activities children enjoy and the next steps in their learning. This helps parents to support their children's development at home. Furthermore, the childminder understands the importance of working in partnership with other settings children attend to provide consistency in their care and learning.
- The childminder has good safeguarding knowledge and completes regular training to ensure her knowledge is up to date. She makes sure her assistants are also fully aware of how to follow the safeguarding policy and procedures. She ensures that her home is safe and any potential hazards are removed or minimised. Children learn about safety and how to keep themselves safe. For example, the childminder practises fire evacuation procedures with children to help them understand what to do in an emergency. This helps to keep children safe.

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:

- strengthen practice to support the different ages and stages of children's development during activities to support their learning further
- provide further opportunities to enhance children's growing independence.

Setting details

Unique reference number	EY404943
Local authority	Kent
Inspection number	10372625
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	1 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 2010 and lives in Edenbridge, Kent. She works with an assistant. The childminder operates Monday to Friday, from 7am to 6pm, all year round. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- The childminder showed the inspector the premises and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education and assessed its impact on children's learning.
- The inspector spoke with the childminder, her assistants and children at convenient times during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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