

Childminder report

Inspection date: 15 May 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 flourish in the care of the friendly childminder. She provides a calm and welcoming home-from-home environment. Children are very happy in the childminder's home. They explore the playroom and are keen to show the constructions they have made from bricks. The childminder is a positive role model for children. She encourages children to develop good manners. For example, she reminds them to say 'thank you' to their friends when they pass them a toy. Children wait at the table after lunch for their friends to finish eating. This helps children to understand the expected behaviour and develop good social skills.

The childminder provides a fun and varied curriculum for the children. Planning follows children's interests and follows various themes, such as celebrations and seasons. The curriculum is well sequenced to allow children to explore new concepts at great depth. For example, children have been learning about animals following a visit to the local farm. The childminder has high expectations for children. She makes good use of observations, so she knows what children need to learn next. She shares this information with parents so that children can make good progress from their starting points.

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

- The childminder plans for children to spend lots of time outdoors in the local community. They take trips out most days. For example, the childminder takes them to toddler groups to meet up with other children. They enjoy trips to the beach to play in the sand and wade in the sea. These outings help children learn about the community that they live in and meet a wide range of people.
- The childminder provides a narrative for children as they play. She teaches them new words and gives children time to practise new vocabulary. For example, the childminder sits with the children, so they can see her mouth movements. Children repeat words and receive plenty of praise for their efforts. The childminder is helping children develop good communication skills.
- Children enjoy listening to stories with the childminder. They sit and snuggle on the sofa and read books that are based on what they have been learning. For example, children sing 'Old MacDonald had a Farm' and read 'The Three Little Pigs' with puppets. They giggle as they 'huff' and 'puff' to blow the houses down. Children are developing a love of books from a young age.
- Snack time is a social occasion when the children sit together. The childminder talks about healthy eating as children practise cutting their fruit. However, at times, the childminder is quick to do things for children that they can do for themselves. For example, she rolls up their sleeves, puts their shoes on and tidies up for them. This does not always support the children's growing independence skills.

- The childminder plans for the children to be active every day. In the garden, they dig in the sand tray to develop their fine motor skills. The childminder encourages children to work together to push a ride-on car up a ramp. They show good perseverance and skill as they control the car down the hill. This helps to promote good physical development.
- The childminder works hard to establish good relationships with families. They comment that she is 'nurturing' and is like 'part of the family'. They appreciate the daily feedback. The childminder provides advice to parents and ideas for things to do at home. For example, the childminder sends home story sacks to develop children's listening skills. This helps parents to know how to support their children's learning further at home.
- The childminder has undertaken mandatory training, for example safeguarding and paediatric first aid. She reflects on her provision and has identified that she needs to undertake further training to support those with special educational needs and/or disabilities (SEND). However, she has not yet established a programme of professional development. This means that children do not always get targeted support when they need more help.

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:

- provide greater opportunities for children to build on their self-care skills and independence
- enhance knowledge to further support children's learning and development, especially for children with SEND.

Setting details

Unique reference number	EY405030
Local authority	Kent
Inspection number	10398217
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 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	9 October 2019

Information about this early years setting

The childminder registered in 2010. She lives in Longfield, Kent. She cares for children from 8am to 6pm, Monday to Thursday, throughout the year. The childminder provides government funded childcare.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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