

Childminder report

Inspection date: 4 September 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

All children are settled and happy in the childminder's warm and inviting home. They are confident and independent. For example, the childminder encourages them to choose their own play and complete their own tasks. The childminder successfully implements a motivating curriculum that helps keep children interested in learning. For example, he teaches them about processes and how things work. Children show an interest in writing their own addresses and learning about the process of posting a letter. They visit the local post office and excitedly await for the letters they posted to be delivered. The childminder builds on children's interests well. For instance, he embraces their love of outdoors and castles by building them a wooden fort which they are excited to use as a den.

The childminder is a positive role model, and children are polite and behave well. They are encouraged to say please and thank you and they fully understand the expectations of their behaviour. For instance, they are kind to each other and play happily together. The childminder encourages children to develop their physical skills. For example, they enjoy blowing bubbles and giggle as they run around the garden catching them, negotiating space well.

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

- The childminder establishes positive and trusting relationships with all children. He knows children well and knows what makes them unique. Children appear to be safe and secure and enjoy the company of the childminder. For example, they seek him out for high fives.
- Although the childminder has high expectations for all children and plans engaging activities, he is less effective at delivering activities for younger children. This means they do not benefit from as meaningful learning experiences as the older children.
- The childminder supports children to gain confidence in their communication skills. Children enjoy a wide range of books and singing activities. He encourages them to use puppets to bring their imagination alive. Children are confident to share their thoughts and ideas. The childminder provides meaningful running commentary and narrative as children play, which they respond positively to.
- The childminder establishes positive partnerships with parents and keeps them informed about their children's day and their achievements. Parents speak highly of him and his co-childminder. They feel that communication is fantastic and would highly recommend them to other families. The childminder shares regular photographs and videos of what children have enjoyed doing.
- The childminder evaluates his practice daily with his co-childminder with whom he works closely. He considers how well he engages children and what could be enhanced further. The childminder and his co-childminder observe each other,

and they share any constructive findings. He takes on board any helpful feedback to support his future performance.

- The childminder carries out independent reading and research to keep his knowledge up to date.
- The childminder is successful in ensuring his practice is diverse and inclusive. For example, children are encouraged to talk about other people's race and religion. They learn to understand and respect other people's similarities and differences.
- The childminder teaches children how to stay safe. For example, children talk about the rules of how to cross the road safely. Children learn how to be safe around the family dogs. They understand they must be gentle and kind when they show them affection.
- The childminder supports children to follow good hygiene practices, such as thorough hand-washing routines.

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 effectiveness of the delivery of learning opportunities for younger children to bring them in line with the high-quality interactions and teaching older children receive.

Setting details

Unique reference number	EY423773
Local authority	Kent
Inspection number	10355095
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 13
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 2013. He is located in Maidstone, Kent. The childminder cares for children from Monday to Friday from 7.30am to 6pm, all year around. The childminder holds a relevant early years qualification at level 3. He works closely with another childminder. The childminder receives government funding to provide free early education for children aged one, two and three years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities he provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The childminder shared written documentation with the inspector. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times.
- Written feedback from parents was reviewed. The inspector considered their views.

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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