

Childminder report

Inspection date: 14 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

All children are confident in the childminder's warm and welcoming home, and they are very happy and settled during their time there. The childminder successfully implements a motivating and challenging curriculum that helps engage children and motivates them to learn. For example, children enjoy collecting and transporting water from their own water butt to their mud kitchen and guttering. The childminder encourages them to think about how to move leaves from the top of guttering to the bottom using the water. Children explore, investigate and problem solve with confidence and success.

The childminder extends children's learning and teaches them about the natural world around them. For example, when children find a worm they go over to their compost bin, where they have been making their own compost, and wormery to discover how many other worms they can find. The childminder teaches children about other insects. For instance, when they find a centipede, they are encouraged to observe it under the microscope.

The childminder teaches children about the importance of healthy eating. For example, they talk about the importance of hand washing and maintaining good oral health. Children are excited to grow their own healthy produce, such as radishes and cucumbers. The childminder encourages children to develop their physical skills. For example, they climb and balance safely on climbing and balancing equipment.

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

- The childminder establishes positive and trusting relationships with children. She knows children well and this includes knowing what they like and dislike. She has a high expectation of their abilities, and her curriculum reflects this. Children have a positive attitude towards their learning and make good progress.
- The childminder supports children to develop good communication skills. She has attended beneficial training on how to support children's speaking and listening skills. For example, children enjoy a wide range of books. They recap the story, including the characters and talking about the story line and what happens next. The childminder allows time for children to respond to her thought-provoking questions and they communicate with confidence.
- Overall, children develop good social skills and show that they are caring. This includes them being kind and getting the childminder a bigger chair so she can join them at the snack table. Children show that they can share and take turns well. However, the childminder does not consistently encourage children to follow her instruction and ensure they fully understand the expectation and the consequences of their behaviour. For example, she embeds their understanding

of why they are being asked not to run indoors.

- The childminder ensures her practice is diverse and inclusive. For example, all children and families are welcome. On occasion, children talk about other people's backgrounds when walking within the community. However, the childminder does not yet consistently provide children with more extensive opportunities to learn about other communities and experiences outside of their own.
- The childminder supports children to express their own ideas and be creative. For example, children bring their imagination alive as they wash the toy babies. They act out being dentists and share their own narratives and ideas with the childminder and their friends.
- The childminder establishes positive relationships with parents and keeps them fully informed about their children's day and what they are learning. She shares photographs and videos of what their children have been doing and the next steps in their learning with them.
- The childminder evaluates her practice daily. She considers how well children have enjoyed the activities and what she could do differently to enhance children's experiences next time. The childminder has close links with other childminders who she mentors and shares ideas with. She uses her findings to support her future practice.
- The childminder teaches children how to stay safe. For example, children talk about the rules of how to cross the road safely. Children are confident to talk through what they would do in the event of a fire and recall where they would meet outside to ensure they were safe. The childminder has a good knowledge of how to deal with and manage any accidents that may occur swiftly, and in line with her thorough policies and procedures.

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:

- extend children's knowledge and understanding of other people and their communities and experiences from around the wider world even further
- support children to consistently understand the expectation of their behaviour.

Setting details

Unique reference number	EY424787
Local authority	Kent
Inspection number	10335838
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	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2011. She is located in Staple, Canterbury in Kent. The childminder cares for children from Tuesday to Thursday, from 8am to 5pm, all year around. The childminder receives funding to provide free early education for children aged two and four years. The childminder has a relevant early years qualification at level 7.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder has 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 her practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder and children at convenient times and reviewed written feedback from parents and 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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