

Childminder report

Inspection date: 26 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The professional and dedicated childminder organises her environment well to support children's learning as they play. Children arrive happy, they put their bags away and register using a self-registration board. There are photos of each child alongside their name. This helps children to recognise their name and feel welcome in the childminder's home. The childminder gives high importance to valuing children's home cultures, languages and traditions. For example, she speaks to children in their home languages. Children are confident and learn what makes them different and unique.

The childminder aims for all children to receive a good-quality education. She uses her extensive knowledge about what children need to learn before they start school to plan a challenging curriculum. All children are making good progress. Children are excited to join in with the fun activities the childminder provides around weekly themes. For instance, they learn about Chinese New Year and bring in books for World Book Day. Children show that they feel safe and secure as they follow the boundaries set. They are very friendly and supportive of each other. For instance, they tell each other 'well done' when they complete a tricky task. They are very proud to choose a sticker when they have helped to tidy up.

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

- Children enjoy the experiences the childminder provides within their local community. They talk about going to the library and the weekly toddler group that they attend. The childminder values opportunities to network with other childminders to share good practice. This means that children can meet and develop friendships with a wide range of other children, supporting their social skills.
- Children are making good progress in their mathematical development. The childminder introduces children to numbers and counting as they play. For example, they hunt for hidden numbers with magnifying glasses. The childminder encourages them to recognise which number is missing. This supports children to learn the sequence and principles of counting.
- The childminder promotes a love of reading through daily storytelling sessions. Children become excited as they help to get cushions out and choose where they would like to sit. The childminder makes storytelling sessions fun by using props and asking questions about the story. The childminder asks children relevant questions to extend their interest and understanding. However, she sometimes moves on before children have had the time they need to think through and share their responses and ideas.
- The childminder is a positive role model for children. She adapts activities so that all children can join in and feel valued. Children copy her behaviour and are

kind and considerate towards their friends. For example, they share and pass toys when others cannot reach them. This means that all children can access the wide and varied curriculum on offer.

- The childminder understands the importance of children developing their independence skills. For example, she has taught them how to put their own shoes and coats on. However, at times, the childminder completes tasks for the children that they can do for themselves. This limits the occasions for children to practise their developing independence skills.
- The childminder undertakes regular assessments to track children's development. This helps her to decide on the next focus for their learning and identify those who need more help. She shares progress information with parents, professionals and other settings that children attend. Children benefit from continuity in their care and learning.
- The childminder works hard to foster effective relationships with families. She provides daily information to parents and offers guidance, when needed. For example, to support children's pronunciation, the childminder suggests sound games to play. This means that parents know how to support their child's learning further at home.
- Parents are very happy with the care that the childminder provides. They say that she is kind, approachable and professional. Children love to take their work home to show their parents what they have been learning. For example, children show them how they can now tie a knot in string. Parents know that their children are safe and well cared for.

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 children the time they need to think about their answers and share their ideas when asking them questions
- strengthen opportunities for children to further develop their independence and do things for themselves.

Setting details

Unique reference number	EY429911
Local authority	Kent
Inspection number	10372639
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 2011. She lives in Maidstone, Kent. She operates term time only from 7.45am to 5.15pm, Monday to Thursday, except for bank holidays. The childminder has a childcare qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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