

Childminder report

Inspection date: 18 November 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

At the start of the day, children delight in moving creatively, as they pretend to be animals. They enthusiastically join in with the activity and listen well to instructions. For instance, children excitedly 'stomp' like an elephant and 'plod' like a tortoise. They concentrate on their movements and look at cards to identify their next move. This helps children settle and have a positive start to their day.

The childminder knows the children well and sensitively adapts her routines to help them settle. This includes offering home visits and settling-in sessions to help children build a good relationship with her. She consistently reassures children that she is there to support them, prioritising their emotional development and well-being. The childminder takes time to ensure that children are comfortable and happy to play. This helps children feel safe and secure and builds their confidence.

Children thoroughly enjoy looking at books and eagerly choose stories to read with the childminder. They listen well and follow the story. The childminder uses an animated voice to keep children focused and engaged. She introduces new words to extend children's vocabulary and encourages them to turn the pages. Children are given props, and the childminder suggests they match them to pictures in the story. This supports children's early literacy skills and helps them to develop a love of books.

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

- The childminder completes training to enhance her professional development. For example, she learns how to support children's math skills to promote an understanding of number, values and amounts. As a result, the childminder learns new strategies to provide children with secure learning opportunities.
- Children behave very well. The childminder encourages children to share toys and resources and praises good behaviour. She is a positive role model and commends children for being kind to their peers. This helps children learn to be respectful and play cooperatively.
- Children benefit from eating healthy snacks and lunches. The childminder promotes healthy eating by introducing a range of foods for children to try, such as fresh fruits and vegetables. She gathers information from parents regarding allergies and intolerances and closely supervises mealtimes to ensure that children are safe while eating.
- The childminder focuses on developing children's speech and language skills. For example, she clearly repeats words that children say and introduces new words, such as 'cocoon', to extend children's vocabulary. However, during play, the childminder asks lots of questions and does not always give children time to think of an answer and reply. This limits opportunities for children to express

their own ideas during play.

- Children learn to adopt good hygiene routines. For example, the childminder teaches children how to wash and dry their hands. She shares information on oral health with parents and discusses brushing teeth with the children. This helps children learn how to follow a healthy life style.
- The childminder promotes curiosity. She provides natural resources for children to explore and stimulate their senses. For example, children examine leaves they collect on a woodland walk. The childminder encourages children to feel the leaves and listen to the sound they make. This helps to evoke children's interest and inspire play.
- The childminder encourages children to be independent and learn skills that will support them when they move to school. This includes, learning to dress themselves and put their own shoes on. She encourages children to persevere and keep trying to help build resilience and develop personal skills. This helps children develop positive attitudes to learning.
- Home-learning is supported well. The childminder provides books and games for children to take home and share with their parents. She gives parents ideas for activities and offers support and advice regarding stages of development. This helps to provide children with a continuity of learning.
- Parent partnerships are good, and parents are happy with the care that the childminder provides. She shares information effectively at drop off and collection time and through an app. This helps to keep parents updated and informed of the progress their children are making.
- The childminder teaches children about different faiths and cultures. For example, children enjoy reading a book with the childminder about beliefs and customs. She organises a visit to the local church to give children a real-life experience and develop their understanding. This helps to broaden children's understanding of the wider world.

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:

- give children more time to process language and respond to questions to express their own thoughts and ideas.

Setting details

Unique reference number	EY458615
Local authority	Kent
Inspection number	10367099
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 February 2019

Information about this early years setting

The childminder registered in 2013 and lives in Edenbridge, Kent. She provides childcare from 8am to 6pm, Monday to Friday, for most of the year. The childminder has completed a pre-registration course with the local authority and receives government funding for children who are eligible.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.

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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