

Childminder report

Inspection date: 3 May 2022

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 are extremely settled in the childminder's care. They confidently explore the home-from-home environment, displaying high levels of emotional well-being. The childminder and her assistants are responsive to the children's individual needs. For example, the older children develop their independence and the younger children receive reassurance and comfort when needed. These secure relationships support children's emotional development effectively.

Children behave very well and are happy. They show excitement when engaging in group activities and have positive attitudes towards learning. For example, children enjoy playing hide and seek in the garden. They are intrigued as they explore new concepts, such as playing with ice. Younger children are engrossed and content playing independently, as well as playing alongside one another, exploring a variety of sensory resources.

Children have a good understanding of the routine for the day. They are developing their independence and are able to make their own choices. For example, children access the indoor and outdoor environment freely. They are also supported with developing their own likes and preferences towards healthy food choices.

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

- The childminder has a good knowledge of how children learn and adapts activities to ensure they are age-appropriate for each child. This provides children with the opportunity to develop positive attitudes towards their learning and ensures they make good progress in their development. Overall, children benefit from high-quality, positive interactions with the childminder and her assistants. However, at times, some activities do not provide the challenge needed to fully extend children's learning.
- The childminder and her assistants know the children very well. This allows them to create engaging activities that excite the children. For example, children have fun exploring different ways to melt ice.
- The childminder offers children a wide range of opportunities to develop their physical strength. For example, in the garden, children are encouraged to move in different ways, including jumping, hopping, crawling and bending, to support their large-muscle movements.
- The childminder creates a safe and welcoming environment for the children, parents and her assistants. For example, the children have their own space to put their shoes and coats. This makes them feel secure and supports them in developing their independence.
- The childminder is reflective and evaluative. For example, she can identify what

works well for the children, and uses their likes and interests to encourage learning. The childminder also recognises ways to support her assistants by giving guidance and feedback regularly.

- Partnerships with parents are extremely effective. The childminder is responsive to meeting the needs of the whole family and has great communication with parents. Parents share high levels of trust with the childminder and feel their children make exceptional progress in her care. The childminder demonstrates sound knowledge of children's development and is confident to seek support from external agencies when required.
- The children have a variety of resources available to support their interests and engage in learning. However, their access to mark-making resources is limited, meaning they do not consistently have the same good opportunities to develop their imagination, creativity and early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of the signs and symptoms of abuse, as well as awareness of the risks associated with extremist views. She is confident in seeking support from external agencies and knows how to make referrals if she is concerned about a child. The childminder provides ongoing training for assistants to strengthen their safeguarding knowledge. She ensures the statutory requirements are implemented, specifically relating to outings and first-aid certificates.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen staff knowledge to more consistently challenge and extend children's learning
- review and improve the opportunities for children to practise making marks, to develop their creativity and early writing skills.

Setting details

Unique reference number	EY468149
Local authority	Kent
Inspection number	10228845
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 10
Total number of places	9
Number of children on roll	20
Date of previous inspection	3 February 2017

Information about this early years setting

The childminder registered in 2013 and is located in Maidstone, Kent. She provides care all year round, from 7am to 6pm on Monday to Thursday, and from 7am to 3pm on Friday. The childminder works with assistants and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jasmine Nelson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises, explaining the learning opportunities available to children.
- The inspector observed interactions between the childminder, her assistants and the children.
- The inspector and the childminder evaluated the learning opportunities during a planned activity.
- The inspector reviewed relevant documents and viewed references from parents.

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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