

Childminder report

Inspection date: 13 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

The childminder has good settling-in procedures in place. This helps her to meet the needs of the individual children and their families. She plans a well-sequenced curriculum that is based on children's interests and their next steps in learning. For example, she incorporates toy diggers and trucks into the sand tray activities. The children particularly enjoy moving the sand with the toy diggers as they focus on mending the 'potholes' in the 'road'. Children enjoy engaging in role-play activities as they develop their imaginative play.

Children's behaviour is good and appropriate to their stage of development. The childminder teaches children how to recognise and deal with their emotions as they learn to share. For instance, she praises the children as they take turns to place the characters into the toy ambulance. The childminder acknowledges the children's achievements as they interact with friends and develop their social skills.

The childminder knows the children extremely well. She encourages them to talk about photos around the room. This helps children to recall past events. The childminder introduces children to new vocabulary, as they join in with action songs. For instance, they learn to name the different parts of their bodies as they point to their knees and toes. The childminder makes strong use of repetition to support children with the correct pronunciation of words. She helps children effectively to improve their communication and language skills.

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

- Children enjoy looking at books independently and sharing stories with the childminder. The childminder places a clear emphasis on supporting children to develop a love of books. Children are eager to snuggle up on the settee to read with the childminder. The childminder encourages the children to find the different fruits on the pages. There is a real sense of achievement as the children find the fruit and take turns turning the pages of the book.
- The childminder has a real focus on supporting children to learn about the world around them. She provides children with different natural resources to explore texture and engage in sensory play. For example, children enjoy using pinecones, and using wooden blocks in the mud kitchen. They mix items to make meals for the childminder. However, the childminder does not always offer children as many opportunities to get messy and engage with a wide range of media and materials. Consequently, children have limited experiences to combine colours to develop their interest in art and design.
- The childminder encourages children to use trial and error as they complete problem-solving activities. For instance, the childminder names the shapes of the triangle and square, as the children identify where to place shapes in the puzzle.

board. The children proudly join in with the childminder as she claps her hands to celebrate their success. However, the childminder does not always support children to learn about quantity to help develop their counting skills. As a result, children do not always experience activities that fully extend their mathematical knowledge and skills.

- Outside play is a high priority for the childminder. She ensures that children are able to enjoy playing outside and being active. For example, in the garden, children enjoy driving the toy car to the 'shops'. They excitedly beep the horn to make sure the childminder is out of the way. The childminder encourages the children to practise bouncing and kicking the ball as they develop their hand-eye coordination. Indoors, children eagerly march forwards and backwards in time to the music as they explore how their bodies move. The childminder provides children with a variety of activities to develop their physical skills.
- Parent partnerships are a strong focus for the childminder. She has built secure relationships with the parents to help support the children. The childminder regularly shares information on children's progress and activities they do throughout the day. Parents are extremely complimentary about the support they receive from the childminder.
- The childminder has clear aims for the setting. She regularly reflects on her practice and identifies areas she can further develop to support children and their families. She completes online and face-to-face training. For example, she is in the process of updating her paediatric first-aid training and has recently completed safeguarding training. This helps to ensure that she has the knowledge and skills to keep children safe and secure.

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 opportunities children have to explore and experiment with an increasing range of media and materials
- make better use of opportunities that arise to extend children's understanding of mathematical concepts.

Setting details

Unique reference number	EY472582
Local authority	Kent
Inspection number	10367698
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	6
Date of previous inspection	20 February 2019

Information about this early years setting

The childminder registered in 2013. She lives in Ramsgate, Kent. The childminder operates from 8am to 4.30pm, Tuesday to Thursday, throughout the year. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision.
- The inspector conducted professional discussions with the childminder, including discussions relating to her safeguarding knowledge.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about children's learning and development and how she plans the early years foundation stage curriculum.
- The inspector considered the views of parents through face-to-face discussions.

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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