

Childminder report

Inspection date: 12 July 2023

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 at ease in the childminder's care. They form trusting bonds with the fun and enthusiastic childminder and his co-childminder, who are both very attentive. Children's needs are quickly met by the childminder, and they show that they are emotionally secure. Children understand the childminder's expectations and learn to behave well. They develop their self-esteem, as the childminder praises and celebrates their achievements. Children are happy. This is evident by their positive behaviour. Through play, they develop the vital skills to prepare them for the next stage in their learning. For instance, the childminder supports the children to use a timer to ensure that turn taking and sharing is fair.

The childminder effectively encourages the children to gain a love for books and stories. Children enjoy independently looking at books or sharing books with the childminder. They snuggle up on the chair and choose stories to read together. Children listen as the childminder reads with expression and enthusiasm. Children want to turn the pages for themselves and concentrate as they carefully separate the pages of the book. Children gain good early literacy skills.

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

- The childminder follows a child-led curriculum ethos. Along with his co-childminder, he provides a varied curriculum that generally supports children's progress well. However, daily activities and play opportunities do not always precisely focus on promoting children's key next steps in learning to help them achieve at the highest level.
- Overall, the childminder uses some effective ways to support children's communication skills. For example, he plays alongside the children and talks to them throughout the day. He effectively adapts his interactions, such as using shorter sentences for younger children, to help with their understanding skills. However, he misses some opportunities to teach children new vocabulary during their play to help enhance their speaking skills even further.
- The childminder supports children's mathematical development well. He skilfully weaves numbers and counting into their play. For example, children copy the childminder as he models counting when the children throw the balls into the targets or line up the toy trains on the track.
- Children are supported to adopt a healthy lifestyle. The childminder reminds them to wash their hands at various times throughout the day, such as after coming in from the garden and before meals and snack time. Children enjoy a nutritious home-cooked meal and the childminder encourages children to drink plenty of water. He explains the importance of staying hydrated and ensures the children have daily opportunities for fresh air and exercise.
- The childminder works well with his co-childminder. They reflect and regularly

evaluate the childminding provision. The childminder engages in discussions with his co-childminder to monitor their practice, share ideas and consider ways to enhance the service that they provide.

- The childminder provides opportunities for children to develop their independence. For instance, he encourages children of all ages to put on their own shoes ready for the garden. During mealtimes, children are encouraged by the childminder to use cutlery effectively and feed themselves. The childminder helps children to tidy away the toys before choosing something different.
- The childminder has effective partnerships with parents. He and his co-childminder build positive relationships with the parents and keep them informed about what their children are doing each day. This helps parents to continue to extend their children's learning at home. Parents are very complimentary about the childminders and the care that they provide.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. He is aware of the different signs and symptoms of abuse and how to report any concerns he has for a child's welfare. He has a good knowledge of all areas of safeguarding, which includes knowledge of female genital mutilation and radicalisation. The premises are safe and secure, and the childminder thoroughly assesses risks to ensure children's ongoing safety. The childminder supervises children closely and monitors sleeping children to ensure they keep safe. The childminder knows what to do if an allegation is made against himself or his co-childminder.

What does the setting need to do to improve?

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

- refine the curriculum so it sharply focuses on promoting children's key next steps in learning
- strengthen interactions with children to help them hear and learn more words, and enhance their language development even further.

Setting details

Unique reference number	EY477182
Local authority	Kent
Inspection number	10301696
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 11
Total number of places	12
Number of children on roll	32
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2014. He lives in Sevenoaks, Kent. The childminder cares for children on Monday to Friday, from 7.15am to 6.30pm, all year round. He works with another childminder. He also provides care for older children out of school hours.

Information about this inspection

Inspector

Kimberley Luckham

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants their children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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