

# Childminder report

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|--------------------------|------------------|
| <b>Inspection date</b>   | 14 February 2019 |
| Previous inspection date | 13 January 2016  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Outstanding</b><br>Good | <b>1</b><br>2 |
|---|---|----------------------------|---------------|
| Effectiveness of leadership and management                    |   | Outstanding                | 1             |
| Quality of teaching, learning and assessment                  |   | Outstanding                | 1             |
| Personal development, behaviour and welfare                   |   | Outstanding                | 1             |
| Outcomes for children   |   | Outstanding                | 1             |

## Summary of key findings for parents

### This provision is outstanding

- The childminder establishes inspirational relationships with children. She gets to know their individual personalities extremely well. Children have an outstanding sense of belonging and incredibly positive levels of self-worth and self-esteem.
- The childminder establishes incredibly good partnerships with parents and keeps them extremely well involved and informed. For example, she encourages them to share children's achievements from home daily, which she implements into the plans. She shares helpful advice and tips with parents from training she attends.
- The childminder attends an extensive range of beneficial training and carries out daily reading and research to build on her already impressive knowledge and skills even further. For instance, she learned about the development of children's brains. She used her findings to support her activity plans.
- All children have excellent opportunities to develop their mathematical skills. For example, they learn about angles and percentages, and recognise numbers up to 100.
- Children have outstanding opportunities to learn about the importance of healthy eating. They are extremely excited to visit their allotment daily and harvest their own healthy produce, such as plums, rhubarb, cabbage and sweetcorn, to eat.
- There is excellent use made of daily trips to extend children's learning. For example, they visit concerts to learn about genres of music and classical composers, such as Bach and Mozart. They learn to play instruments, including the piano and accordion.

## What the setting needs to do to improve further

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

- strengthen the already excellent opportunities children have to enhance their skills and interest in technology even further.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder reviews her practice extremely well. She has daily discussions with children to discuss the day's events and together they evaluate their plans. Children add to the plans and have an active role in making and purchasing resources. This helps keep children enthralled in their learning experiences. The childminder highlights a need to enhance children's opportunities to develop their interests in technology even further. Safeguarding is effective. The childminder has an outstanding understanding of the safeguarding procedures to follow to help protect children's safety and welfare. Children learn how to keep themselves and others safe with outstanding levels of maturity. For instance, they independently carry out thorough risk assessments. Children learn how to contact the emergency services and complete basic first aid, such as how to place people in the recovery position and complete cardiopulmonary resuscitation (CPR).

### Quality of teaching, learning and assessment is outstanding

The childminder establishes extremely positive partnerships with staff at the other settings children also attend. For instance, she routinely shares children's next steps in learning. The childminder uses excellent ways to track and monitor children's progress. This enables her to rapidly highlight and provide support to close any gaps in their development. All children make outstanding progress and exceed their learning expectations. The childminder enthusiastically builds on children's interests. For instance, when children are excited about a pirate story, they go on to make their own treasure maps, write their own clues and enthusiastically bring their fantasies alive. The childminder supports children to prepare for their eventual move to school incredibly well. Children write simple sentences and read each other stories with great confidence.

### Personal development, behaviour and welfare are outstanding

Children are extremely polite and their behaviour is impeccable. All children have excellent opportunities to challenge their physical skills. For instance, they negotiate more-difficult equipment, such as zip wires and rope swings. Children gain outstanding respect and understanding of other people's similarities and differences. For example, they learn nursery rhymes in other languages, including Polish, and learn dances traditional to other countries, such as Morocco.

### Outcomes for children are outstanding

All children make outstanding progress in their learning. Children develop excellent communication skills. For example, they are extremely confident to make up their own stories to enthusiastically share with their friends. Children learn about the natural world in impressive ways, for example they learn about decay as they investigate skulls and bones. Children are extremely creative. They enjoy sewing and making large ice sculptures.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY413686  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 10074541  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 2 - 10  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 16  |
| <b>Date of previous inspection</b> | 13 January 2016   |

The childminder registered in 2010. She lives in Wye, Kent. The childminder cares for children Monday to Friday from 7am to 7pm, all year round. She receives funding to provide free early education for children aged three years. The childminder has qualified teachers status.

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