

Childminder report

Inspection date:

24 September 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides a rich and stimulating curriculum which helps to support the interests of all children and is highly effective in building on their existing knowledge and skills. Adults talk to children about their interests to help plan exciting activities. For instance, children with an interest in animals eagerly engage in a story featuring a bear. They giggle with delight as they use props to make sounds relating to words, such as swishing and observe the 'snow' swirling in a snow globe. They excitedly explore their environment both inside and outside, carefully examining the logs before choosing a dry one to sit on. Excellent teaching helps children to make links between the adjectives in the story and their surroundings, such as experiencing the squelchy mud. Young children demonstrate high levels of concentration and extremely positive attitudes as they pour water from one container to another. They independently reason that it is more efficient to use a pan rather than a trowel. The childminder and her assistant are exceedingly good role models. Relationships are extremely positive, warm and trusting. This helps children feel safe and secure. Adults help children learn how to share and take turns, such as rolling the ball to each other. Children's behaviour is exemplary.

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

- The childminder and her assistant have extremely high expectations for all children, including those with special educational needs and/or disabilities. They enthusiastically engage with children in their play and provide challenge within activities. For example, they consistently use adjectives to describe nouns to help extend children's language.
- Exceedingly well-thought-out activities help children make links between the different areas of learning. Adults constantly check what children know and understand. They use this information effectively to plan future activities, taking children's interests into consideration.
- The books adults read to children are chosen extremely carefully. For instance, adults discuss different animals with young children, answering their questions and helping them to recognise the specific features, such as the kangaroo with a joey in its pouch. An outdoor activity was based on a book which helped children to make links between words, actions and sounds, thus helping to develop their understanding of language.
- Adults have extremely high expectations of behaviour, which children respond to positively. They show high levels of kindness to young babies. For example, they shake rattles to make them smile and ensure baby dolls are warmly wrapped on a chilly day.
- Adults know the children exceedingly well. They are attentive to their needs and promote physical health extremely well. For instance, children have many

opportunities to run, climb and explore outside in the fresh air. Growing fruit and vegetables and collecting eggs from the hens to eat for lunch help children to have an excellent understanding of healthy eating and where their food comes from. Children's independence is actively and consistently encouraged. Children learn to cut up their food and manage their personal hygiene.

- Frequent professional discussions about their practice take place between the childminder and her assistant and this helps to identify training needs. Training is focused on further building the knowledge and skills of adults. The childminder ensures that her assistant has a well-managed work load.
- The childminder communicates with parents extremely effectively. She produces regular newsletters. Parents receive updates about their child's activities through a daily diary. The online assessment system enables parents to see the progress their child is making and make their own contributions to those assessments. Parents are invited to provide feedback about the setting through regular questionnaires.
- Where the childminder shares the care of a child with another provider, including schools, she has highly effective systems in place to help ensure consistency of care. For instance, the childminder meets regularly with other key workers to share ideas about what children can already do and what they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough knowledge of the signs and symptoms of abuse, including those relating to radicalisation. They know who to contact if they have concerns about a child's safety or welfare. The childminder checks children's absence and accident records which may indicate a child at risk of harm. The childminder ensures that both she and her assistant have up-to-date training. A thorough recruitment system helps to ensure that adults are suitable to work with children and have the relevant skills.

Setting details

Unique reference number	EY393889
Local authority	Kent
Inspection number	10108724
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	15 October 2014

Information about this early years setting

The childminder registered in 2009. She lives in Brasted in Kent. She and her assistant provide care on four days per week from 7.30am to 6.30pm. The childminder provides funded places for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 6.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- The inspector conducted a learning walk across all areas of the setting with the childminder, who explained how the provision and curriculum are organised.
- The childminder led an activity, which the inspector observed and discussed with the childminder.
- A range of documents were checked, including children's learning records, evidence of training and staff suitability checks.
- Separate discussions were held between the inspector, the childminder and her assistant, about their understanding of safeguarding matters.
- Parental questionnaires were viewed and their views taken into consideration.

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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