

Childminder report

Inspection date: 25 October 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly independent, confident and happy in an extraordinarily safe environment. Children are enthused in fascinating and unique learning experiences. For example, they make their own resources, such as a bat house. Children gain outstanding physical well-being. For example, they discuss the impact of exercise on their bodies, and also understand the importance of rest and hydration. They harvest their own produce, such as sweet peas, and routinely bake their own items, such as breads and croissants. Children have excellent opportunities to challenge their physical skills. They negotiate more complicated equipment with excellent confidence, such as monkey bars. The childminder builds on children's interests incredibly well. For instance, when children are interested in a dragon, they go on to use materials such as crates and cones to create their own giant dragon. Children have excellent opportunities to be creative and explore more complicated ideas, such as making wind chimes and stained glass windows. Children are extremely confident to communicate their ideas. They speak fluently and have extensive vocabulary. The childminder has an excellent knowledge of the seven areas of learning. She ensures that she provides children with the skills they need to succeed and make outstanding progress.

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

- The childminder establishes inspirational relationships with children. She gets to know their individual personalities, routines and interests extraordinarily well. She implements highly effective new routines to meet children's individual needs exceptionally well. For example, the childminder has created a calm sensory area to settle children rapidly. Children have outstanding levels of positive well-being, self-worth and self-motivation.
- The childminder builds and maintains incredibly positive partnerships with parents and keeps them incredibly well informed and involved in their children's learning. She routinely shares children's learning experiences with parents. For example, the childminder sends them videos of their children playing with new activities, such as science experiments, to encourage them to try these at home. She shares training ideas with parents, such as how she implements the curriculum.
- Children have outstanding opportunities to respect and understand other people's similarities and differences outside of their own communities and religious beliefs. They learn about an extensive range of faiths, such as the Jewish tradition of Hanukkah. Children learn new songs and count in other languages, such as French, with amazing confidence.
- Children's behaviour is impeccable and they are incredibly polite. They gain excellent social skills and build extremely meaningful friendships. Children share and take turns with extraordinary maturity. They are emphatic and respect

others. For example, children explore braille and when crossing the road, using the turning cone to highlight when it is safe to cross. They begin to understand the difficulties of having a visual impairment.

- The childminder evaluates her practice exceptionally well with her assistant. For example, they routinely observe each other, share helpful advice and set highly challenging targets to meet to enhance practice. The childminder monitors the consistency of the care and teaching the assistant provides for children exceptionally well. For instance, she holds one-to-one meetings and they discuss performance, highlighting any potential training needs. The childminder is incredibly keen to ensure that she and her assistant attend extremely beneficial training to build on their already impressive skills and knowledge. For example, they have learned about the impact childhood experiences can have on children's development.
- Children have excellent opportunities to gain mathematical skills to help prepare them for their eventual move to school. They learn more complicated skills to support their future learning. For example, children discuss fractions and percentages as they cut up and prepare fruits at snack. They learn about money, completing more difficult sums. Children discuss kilograms and pounds as they engage in measuring activities.
- The childminder establishes extraordinarily good partnerships with staff at other settings children also attend. She provides children with an outstandingly positive approach to their shared care and learning experiences. For instance, she observes children together with staff and they set similar next steps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an outstanding knowledge and understanding of the safeguarding and child protection procedures. She knows how to keep children safe. The childminder closely monitors the knowledge of her assistant incredibly well. For example, she routinely asks him safeguarding questions and gives him scenarios to ensure that his knowledge is extremely well embedded. The childminder teaches children how to remain safe. For example, they are encouraged to take an active role in risk assessing the activities the challenging activities they participate in, such as considering how to remain safe around water when rock pooling.

Setting details

Unique reference number	125524
Local authority	Kent
Inspection number	10108446
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 12
Total number of places	12
Number of children on roll	20
Date of previous inspection	14 January 2015

Information about this early years setting

The childminder registered in 2001 and lives in Faversham, Kent. She operates Monday to Friday from 7am until 5.30pm, all year round. The childminder works closely with an assistant and holds a relevant early years degree at level 6. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting and communicating with the children.
- The inspector sampled written documentation, such as qualifications, paediatric first-aid certificates, and safeguarding policies and procedures.
- The inspector spoke to children and the childminder at convenient times and viewed feedback 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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