

Childminder report

Inspection date:

28 November 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

Children are incredibly independent, confident and happy in an extraordinarily safe and secure environment. Children are enthused in unique learning opportunities. For example, they make their own tabletop games. Children have outstanding opportunities to challenge their physical skills. They negotiate more-complicated equipment with excellent confidence, such as when they use tree swings, rope swings and stilts. Children gain excellent social skills. For instance, they play interesting team activities, such as tug of war, and they make tin-can alley bowling games. This also helps children to develop excellent hand-to-eye coordination. Children are extremely confident to communicate their ideas. They speak fluently and have an extensive range of vocabulary. They learn the meaning of new words, such as 'hibernation' as they discuss tortoises. The childminder builds on children's interests incredibly well. For instance, when children are fascinated by a dragon, she teaches them the story of the story of St George and the dragon. They make a dragon piñata to 'slay' to retell the story and bring their imagination to life. Children develop their creative skills in incredibly interesting ways. For example, they learn to weave, make their own mobiles and create sun catchers. The childminder has an excellent knowledge of the curriculum. She ensures that she provides all 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 incredibly secure and trusting relationships with children. She gets to know their individual personalities, routines and interests extraordinarily well. Children have outstanding levels of positive well-being, self-worth and self-motivation.
- The childminder establishes extraordinarily positive partnership with parents and keeps them incredibly well informed and involved in their children's learning. She routinely shares children's learning with them and encourages them to share their experiences from home daily. The childminder regularly shares training ideas with parents, such as how to keep children safe online.
- Children have outstanding opportunities to learn about and understand other communities and other people's religious beliefs. They explore traditions of other countries. For example, the childminder teaches children about the traditional forms of dress for people who live in Saudi Arabia and Vietnam. She helps them learn about an extensive range of faiths, such as the Jewish faith. This helps children to respect and value the similarities and differences outside of their own communities and religious beliefs.
- Children's behaviour is impeccable and they are incredibly polite. Children gain excellent social skills and build extremely meaningful friendships. They share and take turns with amazing levels of maturity. Children are empathic and respect others. For example, they help each other to complete tasks and encourage

each other to be persistent.

- The childminder evaluates her practice exceptionally well with her co-childminder. For example, they routinely observe each other and share helpful advice and set highly challenging targets to meet, to enhance their teaching skills. The childminder monitors the consistency of care and teaching she provides for children incredibly well. For instance, she holds meetings with her co-childminder to discuss and reflect on her own performance, to highlight any potential training needs. The childminder is incredibly keen to ensure that she uses extremely beneficial training to build on her already impressive skills and knowledge. For example, she has successfully enhanced opportunities for babies and younger children to explore and investigate using natural materials.
- Children have excellent opportunities to gain mathematical skills to help prepare them for their eventual move to school. Children learn more-complicated skills to support their future learning. For example, they learn about temperatures and discuss degrees Fahrenheit and degrees Celsius.
- The childminder establishes extraordinarily good partnerships with other early years professionals. She provides children with an outstandingly positive approach to their shared care and learning experiences. For instance, she observes children with staff at the settings they also attend, to make similar next steps in their learning together.
- All children gain an outstanding understanding of healthy eating. They harvest their own produce, such as courgettes and runner beans. Children discuss the benefits of vitamins and minerals in their diet and the impact on their health and bodies, such as calcium, iodine, fluoride and iron.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an outstanding knowledge and understanding of the safeguarding and child protection policies. She fully understands how to help keep children safe and protect their welfare. The childminder completes thorough risk assessments and children have an active role in risk assessment. They are encouraged to recap the rules of how to remain safe, such as when they use flint and sticks to make sparks to create a fire. Children use real tools safely and learn how to keep themselves safe. They engage in activities that require extremely good maturity levels. For instance, they use real tools to build their own bug hotel.

Setting details

Unique reference number	126347
Local authority	Kent
Inspection number	10108452
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	12
Number of children on roll	28
Date of previous inspection	12 November 2012

Information about this early years setting

The childminder registered in 1994 and lives in Dartford, Kent. She cares for children Monday to Friday from 7.15am until 6pm, all year round. The childminder works with a co-childminder and receives funding to provide free early education for three-year-old children.

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 childminder interacted and communicated with the children, and this was observed by the inspector.
- The inspector reviewed a sample of written documentation, including training 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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