

# Childminder report

---

Inspection date: 20 January 2020

---

## **Overall effectiveness**

## **Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is outstanding

Children delight in the exceptionally stimulating and nurturing environment provided by the childminder. They demonstrate that they feel completely safe as they play and explore with confidence. They lean into the childminder for cuddles and venture out from the security of her presence to explore. Children become deeply engaged in investigating the carefully planned sensory activities the childminder provides. For instance, as young children immerse themselves in a farm-themed activity, they test how the sawdust moves and feels as they sprinkle it on their arms and feet. They dip their toes in water and chuckle with delight as they mix everything together to see what happens. Teaching is outstanding. The childminder completely understands how these sensory experiences are preparing children for the next stages in their learning.

The childminder is an exemplary role model for children. She teaches children excellent behaviour through her calm and respectful interactions. Children learn to handle toys carefully. For instance, the childminder teaches young children to handle books with extreme care, curiosity and respect. Children are determined and persistent learners who are excellently supported to make rapid progress in their learning by the skilful and attentive childminder. The childminder is completely committed to achieving the best outcomes for all children and to fulfilling her mission of supporting every child to thrive.

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

- Children in the early stages of developing language are highly vocal. The childminder takes every opportunity to extend their rapidly developing vocabulary. For example, she supports them as they name the animals in their play and joins them in gleefully making animal sounds. Singing happens spontaneously throughout the day. The childminder skilfully introduces the language of feelings and emotions as she plays alongside children, such as labelling children's feelings and discussing how the characters in books might be feeling.
- Children learn impressive self-care skills. For instance, the childminder teaches them how to carefully wash their hands and check for any lingering dirt. The childminder is endlessly patient as she unhurriedly supports children to put on their own all-weather suits and wellington boots before they venture out into the stimulating garden. They learn to judge and manage risks for themselves. For example, the childminder teaches children to come down the stairs slowly on their bottoms.
- The childminder gives scrupulous attention to the experiences she provides. She determinedly instils awe and wonder for learning in the children. The childminder exposes children to a broad and diverse range of experiences

designed to spark their fascination with the wider world. For instance, the childminder takes children to the museum to see the exhibitions and then plans extensive activities in the setting to build on what they have learned.

- Evaluation is precise and focused on improving outcomes for all children. The childminder reads widely to extend her impressive knowledge. For example, following recent research, she skilfully incorporates children's particular learning styles in her planning. She continuously assesses the impact of her teaching on children's learning and development through sharply focused assessments of children's progress.
- The childminder has an impressive range of books representing the wide diversity of children's experiences. She shares her love of reading as she helps them to remember what is in favourite books and links this to their play and experiences. Children have extensive opportunities to develop their early writing skills. The childminder naturally draws children's attention to letters and numbers in the environment and they develop an intense interest in the written word. The childminder liberally threads mathematical concepts through all her interactions with children. For example, she teaches them to think about the position of their toys and to count all the time.
- The childminder provides exceptional support for children's developing physical skills. She ensures that there is an extensive range of activities for young children to practise and gain control of their bodies. For example, they delighted in chasing and popping bubbles in the garden and determinedly broke through ice that had formed overnight. The childminder took this opportunity to explain to them that water turns to ice when it gets very cold. Absolutely no teaching opportunity is missed.
- Partnerships with parents are superb. Excellent information is gathered about children's starting points. The childminder ensures a seamless joint approach so that all children make progress and rapidly build on what they know and can do.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of the signs and symptoms that a child may be at risk of harm. She reads widely to further extend her safeguarding knowledge and ensures that she is up to date with local procedures. The childminder has an excellent understanding of the risks to children from electronic devices. She ensures that children using the internet for research are closely supervised, and provides information to parents about parental controls. The childminder has a thorough understanding of the risks of wider safeguarding issues, such as grooming and radicalisation. She has a determined commitment to keeping children safe, including reporting concerns about a member of her family, should this become necessary.

## Setting details

<b>Unique reference number</b>	EY549393
<b>Local authority</b>	Kent
<b>Inspection number</b>	10133878
<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>	1 to 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder lives in Maidstone, Kent. She registered in November 2017. The childminder offers care Monday to Friday from 7.30am to 5.30pm, throughout the year. The childminder has an appropriate qualification at level 6. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- The childminder showed the inspector the areas used for childminding. They discussed the facilities and opportunities that the childminder provides.
- The inspector observed the childminder's teaching indoors and outside and assessed the impact on children's learning and development.
- A range of documents and certificates were sampled, including the childminder's safeguarding and complaints policies.
- The inspector took account of written representations from parents.
- Together, the childminder and the inspector observed a child at play and discussed the child's involvement and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020