

# Childminder report

---

Inspection date: 15 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children form strong attachments to the exceptionally nurturing and receptive childminder. Her friendly and gracious manner provides children with a positive view of themselves. They are secure, confident and self-assured as their needs are met quickly and effectively. Routines are planned to flow to the rhythm of the children. Children beam with happiness and demonstrate exceptionally high levels of well-being and contentment.

Children make excellent progress in their learning. The childminder knows them extremely well. Her astute observations and assessments demonstrate her excellent knowledge of child development. She accurately targets interventions and activities to prevent children from falling behind in their learning or development. Her curriculum is expertly planned to allow children opportunities to build and extend their skills as they develop their curiosity and love of learning.

Children are highly focused and demonstrate excellent levels of concentration and curiosity in what is happening around them. For example, young children investigate a range of real-life objects and different textures to develop their awareness of the world and materials. They are extremely sociable and engaged, as well as attentive and motivated to boldly explore their environment. For instance, they show delight and interest when greeting new people. The childminder expertly encourages them with specific praise and approval.

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

- The childminder's ongoing commitment to maintaining her professional development is superb. She works with other professionals to develop her excellent skills and evaluates her practice to target training. For example, she attends workshops to continuously develop her skills in supporting children with special educational needs and/or disabilities.
- The conscientious and skilled childminder accurately assesses children's development and learning. Her succinct and extremely focused targets for extending their learning are shared with parents. The impact of any interventions or significant learning is evaluated in order to continue building on children's skills and achievements.
- Babies demonstrate excellent communication skills as they begin to understand words and learn routines. The childminder maintains excellent eye contact with them as they point and direct her to what they need. For example, they point to her knee and a book to indicate they would like a story. The childminder is extremely tuned into their body language and expressions, and she instantly responds. They react with smiles and joy as they snuggle onto the childminder's knee to listen to the well-told and engaging story.

- Children learn about the natural world as they play and explore. For example, they are intrigued by the effect of the strong wind on the tree outside. Children learn to appreciate how their food is grown as they tend to their own vegetable patch. Even very young children are included in the preparation of their meals, as the childminder prepares fruit alongside them.
- The childminder demonstrates an excellent knowledge of children's physical developmental needs. She provides space and resources to support children to exercise and develop their muscles. For example, babies are encouraged to strengthen their upper body strength by having time to play on their tummies, or by pulling themselves to standing.
- The childminder has developed excellent links within the community. Children enjoy attending groups at the library and with other children. Special events and festivals are planned so that children can share experiences, foods and activities as they learn about each other's lives.
- Parents are delighted with the care their children receive. The childminder has developed excellent communication links between them and they feel extremely included in what their children are doing and learning. They regularly meet with her to discuss the needs of their children and to share their own observations from home.
- The childminder explores mathematical concepts with young children in meaningful and playful ways. For example, babies explore the properties of bricks as they feel their shape and stack them. The childminder counts aloud as she tells stories and encourages babies to notice small details within pictures as they look at books.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder's knowledge of child protection is broad and wholly embedded into her practice. Her robust safeguarding policy has recently been updated in line with new guidance. This is shared with parents and demonstrates her commitment to safeguarding all children. She knows what to look for if she suspects any kind of abuse and how to refer this to relevant professionals. The childminder constantly updates her training and is very aware of wider safeguarding issues, such as preventing children becoming exposed to extreme views and behaviours. She shares her knowledge with parents to support them in keeping their children safe at home and in the community.

## Setting details

<b>Unique reference number</b>	EY415949
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063811
<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>	0 to 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	1 December 2015

## Information about this early years setting

The childminder registered in 2010 and lives in Tunbridge Wells, Kent. She works on Monday to Friday from 8am to 6pm, all year, excluding bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Alison Martin

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed all areas of the premises used for childminding.
- The childminder told the inspector about her curriculum for children on a learning walk around the setting.
- The inspector took parents' views into account by reading their written comments.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

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