

# Childminder report

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Inspection date: 16 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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	Outstanding

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

### The provision is outstanding

Children thrive under the exceptional care and attention of the childminder, her co-childminder and assistant. Children delight in the wide range of play opportunities the childminder provides. They move with complete confidence around the well-ordered and homely environment. Comprehensive information gathered from parents before children start is used to plan immediately for children's individual needs. Consequently, all children make rapid progress and are exceptionally well prepared for the next steps in their learning.

The childminder is consistently polite, kind and respectful to children. She always welcomes children's comments and suggestions and unfailingly incorporates their ideas as they play together. Children's superb behaviour and intense focus on their activities show that they are completely settled and secure. For example, children discuss and agree their plans together without the need for adult support. They naturally notice when their younger friends need help and quickly provide comfort and support. Children who struggle with their behaviour are skilfully supported and nurtured to develop the skills and language needed to name and manage their emotions.

Babies' emotional needs are comprehensively supported. The childminder has a deep understanding of children's need for secure attachments. Babies' non-verbal cues are well understood and expertly responded to. The childminder sensitively provides the comfort and security that all children need to fully benefit from every experience.

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

- The childminder teaches mathematical concepts exceptionally well. For example, during an activity, children confidently guess the names of the two- and three-dimensional shapes that the childminder is describing and modelling. The childminder constantly talks to children to challenge and inspire them.
- The childminder provides a wide variety of outings to local groups and further afield. She uses these activities extremely well to teach children about the wider community. For instance, she takes children on regular visits to a local residential home where they become skilled at interacting with older people.
- Partnerships with parents are outstanding. The childminder works closely with parents who highly value the fully shared approach to their children's learning and development. They feel completely involved in delivering the best possible outcomes for their children.
- The childminder plans plentiful opportunities for children to develop their writing skills. Older children confidently write their names and begin to identify the sounds that some letters make. The childminder successfully teaches them to

recognise and compare letters and sounds in their names, and those of their friends.

- Children have plentiful opportunities to be physically active. For example, they run, climb, swing and jump in the well-resourced garden. They develop an excellent understanding of what their bodies need to be healthy. The childminder teaches children to be independent at mealtimes. They use knives to cut their fruit and confidently tell visitors about what they like to eat.
- The childminder takes every opportunity to promote children's speaking and listening skills. Children spontaneously break into rhymes as they play. For example, children adapt 'Old Macdonald Had a Farm' to include the names of favourite dinosaurs. Children have access to good-quality books and are read to regularly. The childminder plans activities that bring books to life. For instance, the childminder shares a range of books about a rescue dog with the children and arranges for them to meet him.
- Children who are learning to speak English as an additional language are well supported. For example, the childminder takes great care to check children's understanding and focuses on teaching key words that allow children to understand and participate in play. When children start she uses key words in their home language to help them settle and engage with the activities. When necessary, she uses a translator to communicate important information with parents.
- The childminder works successfully in partnership with others, including medical professionals, to meet the needs of children with special educational needs and/or disabilities. She is determined that every child will reach their potential and plans carefully for each individual child's next steps in learning.
- The childminder continuously evaluates her provision with her co-childminder and assistant. She provides robust support and challenge to her assistant. As a result, all teaching is of a consistently high standard. The childminder is determined to extend her knowledge. For example, she completes online child development modules.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of what is needed to keep children safe and well. She regularly updates her safeguarding knowledge and frequently checks that of her assistant and co-childminder. The childminder has robust recruitment procedures. She implements successful procedures to check the continued suitability of staff to work with children. The childminder has a complete understanding of how to record and report concerns and incidents. She has a secure knowledge of wider safeguarding issues, such as radicalisation and female genital mutilation. She provides parents with information about how to keep their children safe online and is vigilant about internet safety.

## Setting details

<b>Unique reference number</b>	EY416680
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136644
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	17 November 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Maidstone, Kent. The childminder has a relevant childcare qualification at level 3. The childminder works with an assistant and a co-childminder. Childcare is offered from 7am to 6pm, five days a week, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector evaluated activities children were engaged in.
- Throughout the inspection, the inspector discussed various issues with the childminder. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector interacted with and spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided and discussion with a parent.

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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