

# Childminder report

---

Inspection date: 22 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 are absorbed and engaged as they explore the highly stimulating environment. The childminder describes the environment as the 'third teacher', after the parents and herself. She prides herself on creating a space that is challenging, inspiring and conducive to learning. Her exciting curriculum is planned around children's interests and developmental needs as well as focusing their awareness on the natural world. For instance, children are fascinated with the moon as they track its size and shape throughout the month.

The childminder watches children closely to assess what they can do and what they are interested in, to successfully build on their learning. For example, she uses children's natural desire to line up toys, to expertly introduce counting and shapes. Children respond with laughter, joy and delight as they become immersed in play that reflects their interests so perfectly. Her excellent use of open-ended resources, such as pine cones, bricks and cotton reels, stimulate children's imaginative play and promote in-depth conversations.

Children have built up exceptionally strong bonds with the cheerful and attentive childminder. They turn to her for emotional comfort and support as well as inviting her to join their play. She has extremely high expectations for children, encouraging them to be well behaved and independent learners now and for their future success.

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

- The exceptionally dedicated childminder strives to provide the best possible experiences and outcomes for children. She expertly evaluates children's engagement with activities so that she can appropriately extend and challenge their learning while they play. For example, she creates a climbing wall and ramp for balls by rearranging the climbing frame and slide, to challenge children's physical skills.
- Children demonstrate excellent communication and language skills. They follow instructions, ask questions and start conversations. The childminder uses a lot of expressive language to support and extend learning. For example, as children pretend to bake, she reinforces the actions and words of cooking by narrating and describing the process.
- Parents are delighted with the care their children receive. They appreciate the excellent systems of communication the childminder has put in place. They feel very connected to their children's experiences and can fully support them to continue their learning at home.
- The childminder's love of books and poetry is infectious. While children eat their snack, they listen carefully as the childminder reads a daily poem. She connects

the poem to the children's experiences, such as a recent trip they took to the beach. Children's eyes light up as they recall the things they did, such as building a sandcastle or listening to seagulls.

- The childminder instils in children a strong love of the natural world. Her curriculum is intricately linked around the changing seasons. Children learn to understand the world, nature and the planet in very real and meaningful ways, such as when they act out stories in the woods. They combine natural resources into their play, such as using leaves in their role play and in the water tray.
- Children benefit from an extremely broad range of experiences to stimulate their senses and their exploratory behaviours. For example, children are thrilled when the childminder 'magically' changes the colour of the water. Young children puzzle at where water has gone when they pour it into a colander and are fascinated as they realise what is happening.
- Children demonstrate excellent physical skills. The childminder challenges them to be confident about what their bodies can do. For example, they have space to climb, rock and jump, as well as opportunities to use more-precise skills when they use a knife to cut up their food. Young children learn about their bodies as they find their nose, elbows and knees.
- The childminder skilfully provides children with the language to express their feelings. She recognises when they have tried hard and persevered, and praises their efforts. She regularly reminds young children of the routine, promoting security and a sense of calm. Children's well-being and happiness are extremely evident as they confidently socialise, focus their attention and explore.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that might indicate a child is being abused and/or neglected. She has recently updated her safeguarding training, which has provided her with a comprehensive understanding of wider safeguarding issues, such as county lines, domestic abuse and the 'Prevent' duty. She knows how to respond to children's concerns or disclosures, and how to make specific referrals to relevant safeguarding professionals. She shares her robust safeguarding policy and procedures with parents when their children start in the setting. She has recently reviewed and changed this in line with local authority updated guidance.

## Setting details

<b>Unique reference number</b>	EY479615
<b>Local authority</b>	Kent
<b>Inspection number</b>	10076165
<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>	2 to 2
<b>Total number of places</b>	2
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	6 July 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Kingsnorth, near Ashford, Kent. She provides care on Tuesday to Friday from 9.30am to 6pm, for most of the year. The childminder has a teaching qualification that includes early years practice.

## Information about this inspection

### Inspector

Alison Martin

### Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The childminder spoke with the inspector about her curriculum for children on a learning walk around the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- 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.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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