

# Childminder report

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Inspection date: 27 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	Outstanding

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

### **The provision is outstanding**

Children blossom in the exceptionally warm, welcoming and homely environment the childminder provides. Relationships between the children and the childminder are superb. Children's care needs are fully met and they consistently demonstrate extremely high levels of emotional well-being. Children become fully immersed in the stimulating activities the childminder provides. They benefit from daily outings, such as a visit to their local play area. Children's curiosity is expertly supported by the childminder. For instance, she gives them the time they need to examine every speck of dirt and leaf in great detail on their walk. The childminder takes every opportunity to extend young children's expanding vocabulary as she provides a constant commentary for their investigations. One parent observed that the childminder ensures that her very vocal child, 'puts this to good use developing his words, language and communication'.

The childminder is a wonderful role model for children. Through her fully consistent and calm implementation of age-appropriate expectations, children swiftly learn how to behave with kindness and to play cooperatively. Parents highly value her approach. Children develop firm friendships. They laugh and giggle as they explore together, delighted by the experiences the childminder provides. Children approach every new experience with enthusiasm. The childminder fosters an adventurous spirit in children that prepares them to tackle whatever comes next in their learning.

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

- The childminder plans and implements an outstanding curriculum. The childminder has a clear understanding of what children need to progress in their learning. She gathers detailed information about children before they start and uses this information, and her wealth of knowledge and experience, to build on children's prior learning. The childminder makes precise assessments of children's progress. She shares these frequently with others involved in the child's learning.
- The childminder uses every opportunity to support young children's drive to speak. She consistently introduces young children to new words through their play. She skilfully develops children's listening skills. For example, she teaches them to compare the sounds they make with musical instruments to the ticking of a clock or the crash of thunder. When children are slower to develop their speaking and listening skills, she investigates this diligently with the parents. They work together to devise consistent strategies that result in children making sustained progress.
- Children develop the social skills that they need to be successful citizens. They learn to be confident as they engage in a wide range of social situations. The

childminder fully recognises the value of teaching children the skills they will need for later life. For instance, older children learn how to plan a menu, shop for, prepare and cook food. The childminder fully utilises opportunities that food offers for teaching about other cultures and celebrations.

- The childminder provides challenging and exciting opportunities for young children to develop their physical skills. For example, they have plentiful opportunities to practise their climbing, walking over uneven surfaces and navigating slopes. The childminder reassures them when they stumble, with plenty of kind words and cuddles. Children learn to be brave. The childminder teaches them to start to identify risks, as she helps them to think about the challenges they set themselves and to consider how they might safely achieve their objectives.
- Children develop an interest in mathematical concepts from a very early age as the childminder threads mathematical language through all her interactions. Children experiment excitedly with colour as they look through translucent coloured shapes and are thrilled at what they discover.
- The childminder teaches children to be fascinated by the wider world. Children are inspired as she teaches them how to find countries on maps and in atlases. They learn to use the internet to research plants and animals that might live in other countries.
- The childminder uses her extensive understanding of how children develop their writing skills to plan stimulating activities that encourage even reluctant writers. As children develop their skills she teaches them correct pencil grips. Children sing songs and read books throughout the day. The childminder inspires a love of books as she reads with animation. Children take huge pleasure in joining in with familiar stories by pointing to pictures and using puppets to act out the story.
- The childminder precisely evaluates her provision. She undertakes research to extend her knowledge. For example, she has researched and implemented how children learn through investigating collections of objects, to further extend young children's explorations.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a high regard for the safety and welfare of the children in her care. For example, she diligently risk assesses the extensive visits and activities she provides outside of her setting. She has an excellent understanding of how to identify children who might be at risk of abuse, including radicalisation. The childminder demonstrates a commitment to taking necessary action to protect children, including reporting allegations against a family member should this become necessary. The childminder uses her safeguarding knowledge to work with the local authority to help them test new safeguarding training for other providers.

## Setting details

<b>Unique reference number</b>	EY357976
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136503
<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>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 February 2016

## Information about this early years setting

The childminder registered in 2007. She lives in Marden, Kent, and is open from 7.30am to 6pm, Monday, Tuesday, Wednesday and Thursday all year round. The childminder is registered to provide funded early years education for children aged two, three and four years. The childminder has a relevant level 3 qualification.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- The childminder guided the inspector on a learning walk of her setting at appropriate times throughout the inspection. They discussed the childminder's aims and how she ensures these are met.
- The inspector checked a range of documentation, including the childminder's safeguarding and complaints policies.
- The inspector accompanied the childminder and children on a walk to a local park. They observed the children together and considered their learning.
- Written representations from parents were considered by the inspector and their views were taken into account.
- The inspector observed the childminder's teaching and care practices. She considered the impact on children's learning and development.

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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