

Childminder report

Inspection date: 3 February 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The children are extremely motivated and focused on their play. Older children are curious and have excellent problem-solving skills. For instance, they use a magnifying glass to analyse the ice and investigate the patterns in the frozen water. The childminder is very skilful at engaging children and enriching their learning. For example, she talks to them about how igloos are built from blocks of ice. Children are eager to inform the childminder that the igloo is a home in the cold.

The childminder offers children a multitude of experiences to explore the world around them. The children confidently point to the United Kingdom on a map and state that it is where they live. They remember where China is on the map and recall activities they completed as part of their Chinese New Year celebrations, such as making fans and eating noodles with chopsticks.

The children thoroughly enjoy reading stories about the animals that live in the snow. They are inquisitive and ask questions, such as why is the fox is white? The childminder is extremely proficient at introducing new words to increase children's vocabulary. For example, they talk about the 'fluffy' snow and how light the pretend snow feels compared to the hard and solid ice shapes. Children make exceptional progress with their speech and language.

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

- The childminder is highly skilled at recognising when children have specific patterns of learning. She plans innovative activities that incorporate their fascinations, to help children develop their ideas and thoughts through play and exploration. For instance, children are deeply involved in exploring the processes involved with wrapping and enveloping, using a variety materials and resources.
- Children's behaviour is exemplary. They are kind to their friends and they share. For instance, they find another plate so that their friends can share their picnic with them. Children are keen to help and undertake small tasks such as making sure friends have their water bottles at snack time. Children are extremely independent and are learning a wide range of skills for their future.
- The childminder is incredibly adept at incorporating mathematical language into all areas of children's play and routines. For example, children show her a biscuit and tell her it is an 'oval'. Older children are extremely confident in sequencing from one to 10 and are able to add one more as they count the blocks in their tower. Children can quickly identify and recognise how many spots are on the dice. Consequently, children make superb progress in this area.
- The childminder is passionate about her role and incredibly enthusiastic about providing an outstanding service for children and their families. She is

exceptionally well organised and dedicated to continually developing her practice. For instance, she regularly carries out research in relation to early years techniques and strategies. She has extensive knowledge of how to support all children, including those with additional needs, to ensure they make exceptional progress.

- Outdoor play and engagement is a high priority for the childminder. She offers children a wealth of experiences to play and investigate outside in all weathers. Children have excellent opportunities to challenge their physical skills. For example, the childminder encourages them to climb and develop muscle strength and coordination. The children feel safe and secure. They have opportunities to challenge themselves, take risks and learn important life skills.
- Partnerships with parents are exceptionally secure. The childminder is remarkably efficient at communicating well with parents in order to enhance the learning and development of all children. The childminder gets to know children and their families very well from the start. She has implemented a careful settling-in process where she learns about children's routines, background information, interests and their likes and dislikes before the parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly reflective and constantly updates her practice, to ensure she is fully aware of any changes in legislation and local authority procedures. She has an excellent knowledge and understanding of the signs and symptoms that might indicate a child may be at risk of harm. The childminder is very confident in the procedures she would follow to protect a child, including informing the local authority and Ofsted. She has extensive knowledge of wider safeguarding concerns, such as the 'Prevent' duty and child exploitation. The childminder is fully aware of the importance of talking to older children about online safety and safe use of the internet, to help them develop an excellent understanding about staying safe.

Setting details

Unique reference number	EY263081
Local authority	Kent
Inspection number	10137011
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 October 2015

Information about this early years setting

The childminder registered in 2003 and lives in Newington, near Folkestone, Kent. The childminder operates her service Monday to Friday from 8am to 6pm. She receives funding to provide free early education for children aged four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The inspector carried out a joint activity observation with the childminder to observe the quality of teaching.
- The inspector observed the childminder's interactions with the children and spoke to her at appropriate times during the inspection.
- The inspector read letters from parents to gain their views on the service they receive.
- The childminder explained how she monitors children's progress.
- The inspector was shown around the areas the children use as part of the learning walk.

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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