

Childminder report

Inspection date: 31 January 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 childminder enthusiastically greets all children and parents as they arrive at the setting. Children separate from their parents with ease, contentedly engaging in cuddles with the childminder or seeking out their favourite toys. Great time and care is taken to check whether children or parents have any concerns or news to share. Children's emotional well-being is secured through the childminder's robust settling-in policies and outstanding partnerships with parents. The childminder provides an exceptionally warm, well-resourced and homely environment where children settle immediately into playing with their friends and the staff.

Children demonstrate that they feel completely safe and secure through their exemplary behaviour. They reach out to the childminder and her assistant for cuddles, completely confident that their needs will be met. Parents highly value the childminder's approach to teaching children to learn how to follow simple rules and be kind, considerate citizens. They comment how thrilled they are that their children are learning to make friends in such a safe and nurturing environment. The childminder works with parents to make precise assessments of the children's learning and development from the start. These are expertly used to plan activities and experiences that ensure children build on what they know and can do. Every child is fully supported to thrive.

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

- The childminder skilfully supports children's drive to communicate. For example, she provides a running commentary to young children investigating the properties of a range of wooden toys. She counts, names shapes and encourages them to compare the different sizes. Each and every attempt at speaking, and gesture that indicates developing understanding, is responded to and praised. Children sing songs with enthusiasm and joy. For example, they have learned to sing 'Frere Jacques' in French and delightedly sing it to themselves in their play. They develop a love of books as they lean into the childminder and her assistant as they read stories.
- Children's physical development is encouraged through plentiful opportunities to be physically active, indoors and outside. For instance, children chase bubbles outside in the wind. They gleefully run and clap as the childminder cheers them on. She skilfully takes this opportunity to talk to them about the wind and teaches them to notice how it swirls the bubbles around.
- Partnerships with parents are superb. The childminder fully involves parents in her plans for their children's development. For instance, parents of children developing an interest in weighing and measuring, are encouraged to extend their children's interest in cooking at home to weighing the ingredients. Parents report that the childminder offer a wealth of information and support and that

they see her as a supportive resource for the whole family.

- The childminder expertly teaches children to begin to manage their own behaviour. When children are still learning behaviour expectations, the childminder calmly acknowledges their frustrations and patiently helps them to learn how to play cooperatively together. Children's good and kind behaviour is universally praised, and the childminder takes every opportunity to model the behaviours she expects. Older children have learned excellent social skills. They happily involve the younger children in their play, skilfully accommodating their limitations.
- Together with her co-childminder and their assistant, the childminder rigorously evaluates the curriculum she provides. She makes regular, accurate assessments of children's learning and development that include parents and, where appropriate, others involved in the children's learning. Where children are slower to develop, she works closely with the parents to devise joint strategies that result in sustained improvement. The childminder knows how to access further support for a child, should this be necessary. The childminder is ambitious for every child in her care.
- The childminder provides children with the experiences and skills that they need to become well-rounded citizens. For example, even young children are taught to take pleasure in helping others as they help to tidy up and learn that everything has its place. Children have extensive opportunities to explore the wide world around them. For instance, they visit castles and museums, watch lambs in the neighbouring field and go pond dipping. The childminder is determined to expand children's knowledge of the natural world. She researches wildlife to enhance her own understanding and develop her teaching.
- The childminder provides excellent support to develop her assistant's knowledge and understanding of how young children learn. This results in universally outstanding interactions with children at all times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of what is needed to keep children safe and well. She undertakes training to update her safeguarding knowledge and reviews this regularly with her assistant and co-childminder. The childminder has a sound understanding of the signs that a child may be at risk of radicalisation, and she has robust procedures to follow up on unexplained absences. The childminder implements regular checks on the continued suitability of her assistant to work with children. She provides clear guidance to her assistant about how to recognise and report safeguarding concerns. The childminder and her assistant are clear about the procedures to follow should they have a concern about anyone connected to the setting, including their colleagues.

Setting details

Unique reference number	EY415017
Local authority	Kent
Inspection number	10137595
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	30
Date of previous inspection	3 September 2015

Information about this early years setting

The childminder registered in 2010. She works with another childminder and their assistant at her co-childminder's home in Marden, Kent. The childminder cares for children Monday to Friday from 8am until 6pm. The childminder holds a relevant early years qualification. She is registered to provide funded education for children aged two, three and four years old.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The inspector conducted a learning walk of the setting.
- The childminder shared with the inspector her aims and how she plans for these to be met.
- Parents' views were taken into account through meetings and written feedback.
- The inspector observed the childminder's teaching and care practices. She considered the impact on the children's learning and development.
- Discussions were held between the inspector, the childminder, her co-childminder and their assistant throughout the inspection.
- The inspector checked a range of documentation, including the childminder's safeguarding policy, complaints policy and associated records.

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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