

# Childminder report

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Inspection date: 13 February 2020

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## **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 and her assistant are both well qualified. They use their knowledge and experience to provide a rich and inspiring environment where all groups of children progress extremely well. For example, the outdoor area is organised with precision to ensure that every space and resource entices children to explore and develop their physical skills, while keeping them safe. Parents comment that the childminder provides a homely, nurturing environment and they would highly recommend her service to others.

The childminder and her assistant plan extremely interesting activities, for example an arctic scene. This supports children's communication and language skills exceptionally well. They introduce the names of arctic animals, such as penguins, seals and polar bears, to build very effectively on what children know. The childminder ensures children successfully consolidate and deepen their knowledge, understanding and skills across the areas of learning. For example, she provides books about Eskimos, builds igloos with ice cubes and makes penguins using different art materials. Children enjoy manipulating play dough and demonstrate extremely high levels of confidence and creativity in their play. Younger children develop their coordination and curiosity as they safely explore. Children flourish as they develop their ideas and imaginations.

The childminder and her assistant have high expectations for children's social development. Children's behaviour is exemplary due to the clear boundaries and rules that are in place. For instance, they say to their friend, 'I'll get it, don't worry' when they drop some play dough on the floor.

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

- The childminder and her assistant have a firm understanding of how an ambitious and well-designed curriculum will support children's learning. During the inspection, they planned an activity with play dough which built on children's mathematical and literacy skills extremely well. For instance, children used the language of shape and size and gained control of using one-handed tools to support their early writing skills. They are highly motivated and concentrate for long periods of time. Younger children develop their physical skills further. For example, they play with stacking cups and shape sorters. They are extremely well prepared for the next stage in their learning and future success.
- The childminder and her assistant consistently promote the development of children's speech. For example, they read several books to children and frequently bring songs and rhymes into their interactions during daily routines to promote new vocabulary. Children are articulate and speak with confidence.
- Children have a very secure understanding of the daily routines and what is

expected from them. For example, they tell the childminder that they need to wash their hands before sitting at the table for mealtimes. Children show a high level of independence. For example, they confidently and safely use a knife and fork from an early age to eat home-cooked, healthy and nutritious meals. Children enjoy regular physical exercise in the garden and on interesting outings in the local community and further afield.

- Respect for others is firmly embedded into the childminder's practice. The childminder and her assistant provide plenty of opportunities for children to express their ideas and discuss the importance of tolerant behaviours, such as sharing and respecting others' opinions. For example, children display excellent resilience as they gracefully accept sharing a dress they have been wearing with another child, when they return from being outside. Children learn to develop an awareness of the similarities and differences between themselves and others, through the excellent displays on show and celebrating a very wide range of religious festivals throughout the year.
- The childminder and her assistant are warm and caring and form close relationships with children. They support children's emotional well-being extremely well. The childminder and her assistant both consistently praise children to promote their confidence and self-esteem.
- The childminder is highly self-reflective. She works extremely well with her assistant and makes excellent use of supervision to provide her with regular feedback on her performance. The childminder pays excellent attention to her ongoing professional development. The quality of teaching is highly effective.
- The childminder and her assistant have developed extremely effective working relationships with parents and with other professionals at local provisions children attend. They exchange information about children's learning and development on a regular basis to support their learning at home. Periodically, the childminder offers parent evenings to discuss children's progress and next steps for their future learning. Children make excellent progress from their starting points.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to promote children's welfare. They have excellent knowledge of how to recognise and report any child protection concerns. The childminder and her assistant have attended safeguarding training and other training to learn about wider safeguarding issues, such as radicalisation and extremism. They maintain their documentation to a high standard and keep accurate attendance records. The childminder follows her recruitment procedures to ensure the people she employs are suitable to work with children. She risk assesses her home to minimise potential risks to children and practises her evacuation procedure with children to help them learn how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY425649
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136668
<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>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	26 November 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Swanley, Kent. She operates Monday to Friday from 7.30am to 5.30pm, throughout most of the year. The childminder receives government funding to provide free early education for children aged two, three and four years. She has a relevant level 3 early years qualification and regularly works with an assistant.

## Information about this inspection

### Inspector

Jane Winnan

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning indoors.
- The inspector observed mealtimes and personal hygiene routines, including nappy changing procedures.
- The inspector evaluated an activity with the childminder to assess her knowledge of the quality of teaching.
- The inspector read the childminder's safeguarding policy and complaints procedure.
- The inspector discussed the childminder's self-evaluation and took account of parents' comments.

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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