

# Childminder report

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Inspection date: 19 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

Children are exceptionally settled and confident and feel safe in the childminder's care. They display high levels of emotional well-being during play. The childminder knows the children incredibly well and is highly skilled at planning activities that trigger their curiosity and enthusiasm for learning. The children are totally absorbed in their play and incredibly focused.

The childminder is very proficient at helping children to become skilful communicators. She responds sensitively to younger children's babbles as they learn the art of conversation. The childminder makes exceptional use of words that resemble the sound they make, to support children to express feelings and ideas. For instance, she watches as the children dab the paint onto their pictures using a foam stick. The childminder vocalises the sound it makes, 'dab', as it touches the paper. She gives children time to repeat the sound back to her, to check their learning. The childminder talks to the children about the squelching noise the paint makes as they open and close their hands. She has a remarkable ability to effortlessly introduce new vocabulary into children's play.

The childminder places a sharp focus on developing children's independence. She makes outstanding use of focused praise to recognise children's achievements and support them to persevere at their chosen task. The childminder provides children with an abundance of experiences that support them to learn the skills needed for the next stage in their learning.

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

- The childminder is passionate and extremely dedicated about providing very high-quality care and learning for all children. She is fully aware of the need for continuous professional development to help her maintain her already outstanding practice. For instance, she completes online training and watches webinars to help her update and refresh her exceptional knowledge. She helps to run groups for other early years professionals and acts as a mentor to support new and existing practitioners in their roles.
- Parents speak very highly of the service they receive from the childminder. The childminder has built extremely supportive partnerships with them. She shares information on children's learning through daily discussions, diaries and photographs. The childminder values parental contributions towards children's learning, to support her to plan and meet children's individual needs very effectively.
- Children have an array of opportunities to explore and investigate the world around them. For example, the childminder takes them to visit museums and castles to enchant them and cultivate their curiosity. She makes remarkable use

of these adventures to engage older children in practising their early writing skills as they use their clipboards to record what they see. The childminder offers children awe inspiring and innovative experiences which ensure they make tremendous progress in all areas of learning and development.

- The childminder is a very positive role model and has high expectations for children's behaviour. She implements highly effective behaviour management strategies which support children to have an excellent understanding of right and wrong from an early age. Younger children are extremely eager to help. For example, they get a bowl out of the cupboard without being asked, ready to put their fruit in for snack time. The childminder has clear rules and boundaries in place to keep children safe and help them with the next stage in their learning, for example making sure they sit at the table while eating. She is adept at reinforcing positive behaviour. The childminder makes excellent use of distraction techniques to support children to learn how to express their emotions and understand why certain behaviours are not acceptable. She works very closely with parents to ensure children receive a continuity of behaviour management and care.
- The childminder is highly skilled at enabling children to acquire exceptional life skills. For example, she makes superb use of groups she attends with the children to help them gain high levels of self-esteem in social situations. The childminder ensures that outside play is fully embedded into children's daily routines. Children have opportunities to challenge themselves and take managed risks in their play, such as learning to climb and explore trees.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very in-depth knowledge of how to safeguard children and keep them safe. She is fully aware of the signs and symptoms she needs to be mindful of, which may indicate that a child is at risk of harm. She frequently updates her practice to ensure she fully understands all aspects of child protection and wider safeguarding concerns, for example the exploitation of children and 'county lines'. The childminder talks to older children about online safety and the importance of making sure the electronic games they play are age-appropriate. This helps to support children to develop an excellent understanding of staying safe.

## Setting details

<b>Unique reference number</b>	126309
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136255
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	28 October 2015

## Information about this early years setting

The childminder registered in 1993 and lives in Maidstone, Kent. She operates from Monday to Friday, from 7.30am to 5.30pm, for most of the year. The childminder receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- As part of the learning walk, the childminder explained to the inspector how she used the environment to support the curriculum.
- The inspector observed the childminder interacting with the children and spoke to them at appropriate times during the inspection.
- The childminder provided feedback to the inspector on the learning taking place during a focused activity.
- The inspector read letters of reference from parents to gain their views on the service they receive.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and children's development folders.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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