

Childminder report

Inspection date: 24 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

Children are curious and develop a sense of wonder and respect for the world around them. For example, they hunt for bugs outdoors while making sure they try not to disturb the natural habitat. The childminder makes remarkable use of other activities to encourage children to take on new challenges. For instance, she introduced plastic mini-beasts to the oat activity they were engaged in. This helped to encourage those children who were not as keen to hold the real bugs. They looked at similarities and differences, such as counting the spots on the ladybird and seeing how many legs the spiders had. The childminder is exceptionally skilled at enabling children to build their self-confidence and gain a sense of achievement as they look at the bugs.

The childminder is dedicated to providing children with a wealth of experiences that challenge and motivate them to learn. For example, she uses innovative ideas to captivate children's interest in making marks, such as painting on clear plastic wrapped around upturned table legs to explore media, shape and space.

Children are incredibly settled and feel very safe in the care of the childminder. They have established extremely strong bonds with the childminder and thrive on the praise they receive. The childminder knows them very well and is highly skilled at recognising when routines need to be adapted to meet their individual needs.

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

- The childminder is incredibly enthusiastic about providing very high-quality care and learning for all children. She recognises the importance of continually reflecting on and developing her already outstanding practice. She is dedicated to supporting other professionals and helps to run a group for early years practitioners and the children they mind. The childminder shares her knowledge and helps to support new and existing childminders in their role. She completes regular training, for example webinars and online courses, to keep up to date with new initiatives and help to ensure she supports children to reach their full potential.
- Children are extremely inquisitive and highly focused on their chosen activities. The childminder's excellent teaching supports children to develop their thinking skills. For example, they problem-solve as they work out the height and width of the tubes, and discover which dinosaur will fit in which tube. The childminder ensures that mathematical language is fully embedded into children's play and daily routines.
- The childminder has high expectations for children's behaviour, and this is reflected in the way that children conduct themselves. Younger children are exceptionally kind and are learning manners, for example saying 'please' when

they would like a tool their friends are using. Children have a clear understanding of rules and boundaries, and show an excellent understanding of why these are in place. For example, younger children have a reassuring cuddle and discuss with the childminder the reason they fell over.

- Parents speak very highly of the service they receive. The childminder knows the families extremely well and uses the information she gains from them to help her to expand children's knowledge effectively. For instance, she talks to the children about where they have been on holiday. She engages them in conversations about travelling on the aeroplane as they play with the toy cars and planes. The childminder is very proficient at incorporating past events into the children's play to extend their communication and language. Children make outstanding progress in all areas of learning and development.
- The childminder is incredibly focused on supporting children to learn about their local community. For instance, she takes them to social groups to meet up with friends. They visit an array of attractions and attend numerous events to support them to learn about where they live. For example, they love to travel on the bus to the shops. They are responsible for handing over the ticket to the bus driver before going to find a seat. The childminder offers children incredible opportunities to become independent and develop the skills needed for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is exceptionally focused on maintaining children's safety and well-being. She regularly updates her safeguarding knowledge. For example, she attends safeguarding training events, such as e-safety training and online courses. The childminder is very adept at supporting older children to stay safe online, to make sure they are fully aware of how to keep themselves safe. She has an excellent knowledge of child protection and wider safeguarding concerns, such as radicalisation. The childminder has an excellent knowledge of the signs and symptoms she needs to be aware of that may indicate a child is at risk of harm, to ensure she keeps them safe and secure.

Setting details

Unique reference number	151585
Local authority	Kent
Inspection number	10136296
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 November 2015

Information about this early years setting

The childminder registered in 2001 and lives in Larkfield, Kent. She operates Monday to Friday, from 7.45am to 6.30pm, for most of the year. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The childminder completed a focused activity with the children and fed back to the inspector on the learning taking place.
- The inspector read references sent in from parents to gain their views on the service they receive.
- The inspector sampled a range of documentation, including suitability checks for people living in the home and some policies and procedures.
- The inspector observed the childminder interacting with the children and spoke to her and the children at appropriate times during the inspection.
- The childminder explained to the inspector how she uses the areas of the home to support children's learning.

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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