

Childminder report

Inspection date:

26 February 2020

Overall effectiveness

Outstanding

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 benefit from a diverse range of outings in the community. For example, they enjoy visiting the allotment and garden centre to see how fruit and vegetables are grown. The childminder is highly skilled at entwining stories into their play. For instance, older children plant beans in pots and imagine what might be at the top of their beanstalk when it grows. The childminder provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary.

The childminder is extremely adept at incorporating mathematical language into all areas of play. She enthusiastically encourages children to explore numbers. For example, children begin to understand the concept of adding one more when counting objects. They read the numbers on the measuring tape as they accurately measure objects they find in the garden.

The childminder is incredibly focused on developing children's independence. She enables them to be challenged and take risks in their play. For example, children use a variety of tools, such as hammers and chisels, to carry out woodwork. The childminder is especially proficient at helping children to develop their self-care skills and teaches them how to use tools safely. Children learn important life skills. They have high levels of emotional well-being and are extraordinarily well prepared for their next stage in learning.

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

- This especially dedicated childminder is very experienced and continually reflects on her practice to ensure the service she provides is of the highest quality. She understands the importance of continually enriching her already excellent teaching skills. For instance, the childminder completes relevant training and carries out personal research, to ensure that she supports children to make the best progress possible. She is committed to sharing her own experiences and knowledge to assist other early years professionals in their role. For example, she mentors and helps to run a group for early years practitioners and the children they mind.
- Children's behaviour is exemplary. The childminder has very high expectations for children and reinforces excellent behaviour through lots of focused praise and encouragement. This gives children the confidence to persevere and take on new challenges. For example, children take turns to place their counters on the picture card as they listen intently and match the sounds on the recording to the pictures. The childminder provides limitless opportunities for children to develop their listening and attention skills and nurture their interest in stories. For example, she provides a wealth of home-made resources, such as props for

story time. Consequently, children retain what they have learned and are eager to help tell the stories to support their interest in literacy.

- Parents are exceptionally valued within the provision. The childminder makes tremendous use of resources the parents supply to support children's learning. For example, she uses the photographs she receives showing family celebrations as prompts to initiate conversations and encourage the children to talk about past events. She shares information on activities with parents to help boost children's learning at home. Parents are very complimentary and appreciate the way in which the childminder incorporates their cultural background within her planning.
- The childminder has a remarkable understanding of how to capture children's attention. She builds on children's knowledge and experiences to enable her to construct a curriculum that is ambitious. For instance, she teaches them about the life cycle of plants and they think about what the plants need to enable them to grow. Children develop superb problem-solving skills as they look at the shadows on the ground and work out where to place the pot of beans they have planted so that it is in the sunshine to help it grow.
- The childminder is very accomplished at providing children with an extremely welcoming and homely environment where they thrive and feel secure. She has an impressive knowledge of how to liaise with other settings children attend to ensure children receive a very effective continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of child protection issues, including wider safeguarding concerns, such as child exploitation. She is committed to continually updating her knowledge. For instance, she attends all required mandatory training as well as completing additional online safeguarding courses. The childminder has an excellent understanding of the procedures to follow and who to contact if she were concerned about a child's safety and welfare. The childminder talks to older children about internet safety and makes sure that any electronic games they play are age-appropriate. This helps children to understand how to stay safe online and supports their emotional well-being.

Setting details

Unique reference number	125287
Local authority	Kent
Inspection number	10136247
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 1996 and lives in Larkfield, Kent. She operates Monday to Friday from 8am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged four years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The inspector observed the quality of teaching indoors and in the garden.
- During the learning walk, the childminder explained to the inspector how she plans the curriculum to meet the children's needs.
- The inspector sampled written feedback from parents, to take into account their views on the service they receive.
- The childminder and the inspector observed a focused activity and the childminder fed back to the inspector on the learning taking place.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

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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