

# Childminder report

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Inspection date: 27 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 knows the children in her care extremely well. She uses this knowledge, as well as information from parents, to plan a range of highly stimulating activities which very successfully build on what children know and can do. For example, she plans an activity to make pancakes, where different groups of children develop their understanding of a wide range of mathematical concepts, including number, size, shape, weight and measure. Children demonstrate extremely high levels of concentration and confidence. They demonstrate this when they eagerly take on physical challenges, such as cracking an egg into a bowl and using a whisk. Children learn to use one-handed tools safely and with control to support their early writing skills.

The childminder has exceedingly high expectations for children's language development. For example, she consistently introduces new words, uses sign language extremely effectively, and makes ingredient cards with pictures and words to support their understanding to the highest level. Parents comment that the childminder's service is 'outstanding'. They say that the regular trips are a 'big hit' with the children and that they like the fact their children are constantly learning outside.

Children receive excellent support from the childminder through positive praise and expert interactions. She helps younger children to manage their emotions extremely well. The childminder uses innovative short and catchy phrases to help children to understand the rules. Children cooperate exceptionally well together. For instance, they eagerly help the childminder to tidy away the toys when they have finished playing with them.

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

- The childminder expertly provides a rich environment for children. She targets specific areas of their learning and development through a well-thought-out, ambitious curriculum. Additionally, the childminder plans highly enjoyable activities with a group of local childminders to build on children's increasing knowledge of seasonal topics and wide range of religious festivals throughout the calendar year. Older children speak with confidence. They reflect very well on what they have learned about Pancake Day.
- The childminder's interactions with children are of high quality. She expertly motivates younger children to lift the flaps in books by playing peekaboo. The childminder consistently adjusts her teaching to the different ages and abilities of children with excellent effect to promote their speech. For example, younger children repeat back the names and sounds of animals, and older children learn the names of more-exotic animals, such as koala bears, to build successfully on

what they know.

- The childminder is highly skilful at making the most of spontaneous opportunities to equip children for the next stage of their learning and future success. For example, older children attempt to write letters from their names in flour. Children are resilient, capable, confident and self-assured.
- The childminder expertly uses stories to explore with children the names of different emotions, to successfully empathise with others. Children listen intently and learn how to express their feelings to different situations. For instance, they demonstrate a 'happy', 'sad' and 'angry' face through their facial expressions and vocalisations. Children sustain high levels of involvement and achieve the best possible outcomes from their starting points.
- The childminder provides a warm and nurturing environment for children to thrive. She supports their health and emotional well-being very well. The childminder works very closely with parents to ensure children's meals are healthy and nutritious. Children behave impressively for their age at the table. For example, older children say 'thank you' and younger children are able to feed themselves independently.
- The childminder consistently provides excellent opportunities for physically active play. They enjoy acting out stories at the local chalk pit, such as 'The Three Billy Goats Gruff'. Children widen their social and cultural awareness. They enjoy visits to many interesting places, including castles, wildlife reserves, and National Trust houses and parks. They develop a strong sense of community and understanding of the world around them.
- The childminder has an excellent attitude towards continuous professional development and self-evaluation. For example, recent training has improved her understanding of how children learn through repeated actions in their play. This has helped to raise the quality of teaching to the highest level.
- The childminder has extremely effective partnerships with parents. She shares regular termly summaries of children's progress to support learning at home. The childminder builds and maintains strong partnerships with other settings children attend, to provide consistency of care and learning. For example, she meets with a class teacher to ensure children have a smooth transition on to school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date through regular safeguarding training. As a result, she has an excellent understanding of her role in protecting children from harm and knows what to do if she has concerns about a child's safety. The childminder has a secure understanding of the signs and symptoms of abuse, including those behaviours that may suggest children are at risk of extreme views or radicalisation. She maintains highly effective policies and procedures to ensure children's safety and welfare. The childminder consistently practises her evacuation procedure with children to help them learn how to keep themselves safe. Risk assessment are highly effective.



## Setting details

<b>Unique reference number</b>	EY302878
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136433
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 November 2015

## Information about this early years setting

The childminder registered in 2005 and lives in Otford, Kent. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Jane Winnan

### Inspection activities

- The inspector and the childminder took part in a learning walk around the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector carried out a joint evaluation of a planned activity with the childminder.

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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