

# Childminder report

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Inspection date: 13 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is outstanding

Children play extremely happily in the very safe and welcoming environment. The highly knowledgeable childminder provides children with well-planned and interesting resources and activities. She knows their interests and how they like to learn, which supports her to plan a highly appropriate and challenging curriculum. For example, children focused hard and persevered to complete increasingly difficult jigsaw puzzles.

Children build strong attachments with the nurturing childminder, who provides them with consistent emotional security. She is an excellent role model for children's positive behaviour. Her calm manner and gentle sense of humour guide children to learn what is expected of them, and their behaviour is excellent. She is always ready with a cuddle and reassurance as she helps them understand and express their feelings and emotions.

Children demonstrate excellent self-motivation and self-confidence. They actively seek new experiences and games as they include the childminder in their play. She subtly and effectively extends children's learning as she draws out their knowledge and increases their understanding. For example, she connected children's personal experiences with those of characters during a lovely story session.

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

- The childminder is a highly organised practitioner who evaluates her practice and environment extremely well. She actively seeks the views of children and parents to gauge the impact of changes she makes. For example, she asks parents for feedback to further improve her systems for sharing children's learning and achievements. The childminder works extremely well with other professionals and maintains her own professional development, for example by attending training and undertaking personal research.
- The childminder is an intuitive teacher who skilfully supports children to improve their communication and language skills. Children delight in sharing conversations with her. Her high-quality interactions support children's growing interest in language. For example, children demonstrate their knowledge of rhyming words as they playfully recite stories and poems.
- The childminder accurately assesses and precisely targets children's learning. She works quickly to address any gaps they may have in their development and plans timely interventions. Children are superbly supported to gain skills that will support them in their future learning, including when they go to school. For example, children confidently play mathematical games where they count backwards and forwards, sort and name colours.
- Parents are delighted with the care their children receive. They comment on the

childminder's organised, caring and professional manner. They recognise and welcome the excellent relationships the childminder has made with them and their children.

- Children are highly sociable and friendly. Young children happily take turns as they pretend to cook and share food with the childminder in the role-play kitchen. They are extremely polite and spontaneously use 'please' and 'thank you' during mealtimes and as they share conversations with the childminder. For example, children spontaneously thanked the childminder for providing stickers of their favourite things as they enthusiastically made pictures with them.
- Children benefit from lots of opportunities to enjoy fresh air and exercise. The childminder expands their understanding of the community and environment when they attend groups with other children, visit the zoo and parks. Children learn to respect other living things as they help the childminder to care for the pet rabbits. They follow excellent hygiene and self-care routines that support their growing independence skills.
- Children are highly motivated and interested in what is going on around them. As they become involved in activities, they demonstrate excellent focus and attention. Children listen carefully as they follow instructions and try out new ways of doing things. For example, they carefully and dexterously peel stickers and place them in a linear pattern to increase their hand and eye control and pre-writing skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that may indicate children are at risk of abuse or neglect. She knows what to do should she have concerns. She is highly vigilant to any changes in children's behaviour or well-being. Her comprehensive, and recently updated, safeguarding policy is shared with parents. The childminder has an excellent awareness of wider safeguarding issues, such as children becoming exposed to extremism and radicalisation. While children play, the childminder takes opportunities to teach children how to keep themselves safe, such as learning to cross the road safely.

## Setting details

<b>Unique reference number</b>	EY436889
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136708
<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 at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 December 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Kennington, near Ashford, Kent. She provides care Monday to Friday from 7.45am to 5.30pm, all year round. The childminder has qualified teacher status.

## Information about this inspection

### Inspector

Alison Martin

### Inspection activities

- The inspector viewed all the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder spoke with the inspector about her curriculum for children on a learning walk around the setting.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- Parents' views were into account by the inspector, who read their written comments.
- The inspector viewed a range of documentation including suitability checks, policies and procedures.

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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