

Childminder report

Inspection date: 16 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 are extremely content and develop high levels of independence and self-confidence as they investigate and explore the inspiring environment. They feel safe and secure and appreciate the childminder's interactions with them. The childminder is passionate about storytelling and enabling children to delight in using books. For instance, children are very excited to bring books in from home to share with friends. The children listen intently to the childminder reading their special story. Children are keen to point to characters and repeat words as they engage with the story. The childminder is highly skilled at helping children to develop their listening and attention skills from an early age.

The childminder has high expectations for children's learning. Her practice is very effective in supporting children to develop their curiosity. For example, younger children are fascinated by the movement of the rice as they scoop and spread it in the tray. The childminder encourages them to listen to the different sounds it makes as it lands on the tray and then the floor. She uses words such as 'tap' and 'patter' to describe the sound it makes as it lands. The childminder provides an extremely effective language-rich environment, with numerous opportunities for children to build on their wide vocabulary. For instance, the children are captivated by the photographs displayed on the wall. The childminder expertly talks to the children about what they see, to encourage them to recall past events. Children are extremely confident communicators who are inquisitive and motivated to learn. They are thoroughly absorbed in their play and focus for long periods of time.

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

- The childminder has established exceptional partnerships with parents. All parents speak very highly of the childminder and the professional and nurturing way she cares for and supports their children. The childminder values the information parents share with her in relation to children's achievements and activities they have undertaken while at home. She is extremely adept at using the information to help her target planning to meet individual next steps. She uses her expertise to make activities for children to take home to use with parents to effectively support home learning.
- Professional development is a high priority for the childminder. She is extremely organised and diligent in keeping secure records and ensuring she continually updates her knowledge and skills to provide an exceptional service for children and their families. The childminder undertakes a wealth of training to ensure she maintains her already outstanding practice.
- Children have a wide range of experiences to discover the world around them. They attend a variety of groups and events to support them to socialise with friends and adults. The childminder takes the children on picnics to the park and

they visit the zoo and beach to help them learn about the natural world. The way in which the childminder incorporates all areas of learning and development into outings and daily play is inspiring. For example, she uses innovative ways of encouraging children's mark-making skills through the use of natural and purposeful tools, as they explore patterns in the environment.

- The childminder gets to know children and their families very well from the initial visit. She implements an extremely impressive settling-in process where she learns about all aspects of children's care and education before the parents leave children in her care. As a result, children establish excellent relationships with the childminder. They are independent learners and display high levels of emotional well-being during play. For instance, children know the routines exceptionally well and are incredibly enthusiastic and skilled at washing hands at appropriate times throughout the day.
- Children develop an interest in early mathematics from a young age. The childminder skilfully incorporates the use of numbers, quantity and positional language into everyday conversations and play. For example, the childminder uses words such as 'more' and 'less', as children fill and empty pots and containers. The childminder reinforces words with actions as she helps them to pull their zip up on their coats ready to go outside to play. Consequently, children make tremendous progress in their learning and development.
- The childminder has very high expectations for children and reinforces their positive behaviour through exceptionally focused praise and encouragement. This gives children the confidence to persevere and take on new challenges. As a result, children's behaviour is exemplary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a highly effective knowledge of child protection, including the wider context of safeguarding, such as the 'Prevent' duty. She is exceptionally confident in identifying the signs which may indicate that a child may be at risk of harm. The childminder has an outstanding understanding of her role and responsibilities in relation to who to contact if she has concerns about a child's safety and welfare. She receives detailed information from the local authority to make sure she keeps all documentation, including contact numbers, up to date. The childminder frequently updates her knowledge to keep children safe and protect them from harm. For instance, she has an extensive understanding of the importance of talking to older children and parents about online safety and safe use of the internet, to help families develop an excellent understanding about staying safe.

Setting details

Unique reference number	EY475431
Local authority	Kent
Inspection number	10136750
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	3
Number of children on roll	4
Date of previous inspection	7 July 2016

Information about this early years setting

The childminder registered in 2014 and lives in Herne Bay, Kent. She offers care from Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds a relevant early years qualification at level 4.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- Ofsted is aware of the challenges that COVID-19 (coronavirus) is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of COVID-19 (coronavirus) by the provider. This has included the effect these measures have had on the current attendance of the children.
- The childminder gave feedback to the inspector about the learning taking place during a focused activity.
- The inspector observed the childminder interacting with the children indoors and outside to assess the quality of interaction.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector spoke to parents and read letters of reference to gain their views on the service they receive.
- During the learning walk, the childminder explained to the inspector how she uses the environment and plans the curriculum.

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
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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