

Childminder report

Inspection date: 20 May 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly happy, settled and independent. They radiate confidence in a safe and secure environment. Children's behaviour is impeccable and they are exceptionally polite. They play together, share and take turns with excellent maturity. Children are empathetic and kind. For example, they create a community library and hide books in the town centre. Attached is a note to encourage people to read, enjoy the books and then hide them again for others. This also helps children to have an excellent understanding of literacy and the the positive impact that reading can have. The childminder has an extremely high expectation of children's learning and knows them incredibly well. This helps her to keep children enthused in their extraordinary learning opportunities. For example, children make their own resources. They paint a plank of wood black to create a road for the cars. Children have outstanding opportunities to challenge their physical skills. They negotiate more complicated equipment confidently and make their own highly challenging obstacles as they stack tyres, wooden reels and wooden beams. The childminder enthusiastically builds on children's interests. For instance, children who have a fascination with dolls visit a dolls museum and learn about the different types of dolls. They use blocks to create their own unique dolls house.

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

- The childminder establishes awe-inspiring relationships with all children. She knows their individual personalities extremely well. Children's well-being, self-worth and self-motivation are outstanding. Older children encourage younger children to try tasks and reassure them that they can do it. The childminder has a high expectation for all children, who make outstanding progress, including those with special educational needs and/or disabilities.
- The childminder builds and maintains excellent partnerships with parents. She keeps them extremely well informed and involved in their children's learning. Throughout the COVID-19 (coronavirus) pandemic, the childminder has kept parents included by sharing activities ideas with them to enjoy at home. Parents arrive at the back entrance so that they can safely observe their children learning if they wish to. Changes made to follow the government guidance have not had any negative impact on the children or their families. The childminder routinely shares training ideas and information with parents, such as how to challenge the topic of racism with children.
- Children have outstanding opportunities to respect and understand other people's similarities and differences outside of their own communities and religious beliefs. They learn about extensive range of faiths, such as Islam and Sikhism. Children discuss an extensive range of countries and can identify their flags, such as Jamaica and Iran.
- The childminder evaluates her practice exceptionally well. For example, she

routinely sets herself highly challenging targets to enhance her performance. The childminder is proactive in ensuring that she attends extremely beneficial training to build on her already impressive skills and knowledge. She is undertaking an accreditation to learn and implement the idea of mindfulness, peace and calm into the setting. This is to support the childminder, children and families to have positive mental health and mindset, which is incredibly powerful in the current COVID-19 situation.

- Children have excellent opportunities to gain mathematical skills to help prepare them for their eventual move to school. They learn more complicated skills. For example, when they find a worm, they use a tape measure to discuss its length. They use more complex language, such as inches and centimetres.
- The childminder consistently engages all children in dialogue. Children's communication is outstanding. They are extremely confident in sharing their ideas and thoughts. Their range of vocabulary is extensive, and they are affluent as they communicate. For example, children use words such as 'enormous' and 'gigantic'.
- Children enjoy an extensive range of creative activities. For example, they enjoy still life drawing and painting interesting items, such as an orchid plant. Children enjoy highly motivating opportunities and are enthralled in activities such as flower arranging.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an outstanding knowledge and understanding of the safeguarding and child protection policies. She knows how to help keep children safe, prevent them from harm and protect their welfare. The childminder keeps up to date with an extensive range of training. She has an extremely thorough risk assessment, including in relation to COVID-19, where she has made significant changes, such as washing all soft materials like dressing-up clothes daily. Children are encouraged to recap the rules of how to keep safe, such as when they engage in activities by the beach. They learn about water safety, including considering the strength of the tide.

Setting details

Unique reference number	EY556053
Local authority	Kent
Inspection number	10175202
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	1 to 4
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She is located in Canterbury, Kent. The childminder is currently in receipt of free additional funding for children aged four years. She cares for children Monday to Thursday, from 8am to 4.30pm, during term time only. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder has received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- Observations were carried out by the inspector on the childminder interacting and communicating with the children.
- A sample of written documentation was reviewed, including policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered feedback from parents.

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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