

Childminder report

Inspection date: 7 June 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are at the heart of everything the extremely nurturing, dedicated and experienced childminder does. They settle incredibly well and feel secure in the exceedingly warm, welcoming and homely environment. Children establish excellent relationships with the childminder. They are confident and independent learners who display high levels of emotional well-being during their play.

Children flourish in the highly attractive and engaging environment. They have access to dedicated playrooms, which are very thoughtfully arranged to meet the needs of children and inspire them to take fantastic care of their natural environment. Children are naturally curious and develop excellent imaginations as they explore the skilfully set play space. For instance, they become engrossed in their role play when exploring with natural materials within the garden mud kitchen. They observe every detail of their growing plants and learn about growth and decay.

The childminder is an outstanding teacher. There is a very strong focus on developing children's communication and language skills. She uses excellent interaction and questioning to build on children's learning and language. She skilfully explains what is happening during activities, and introduces new language, such as 'decomposing' and 'soil', to broaden their vocabulary. Books are displayed attractively for children to freely select. Children build exceptional literacy skills. They become absorbed in looking at favourite books, pointing to the pictures and listening intently during enjoyable and exciting story times.

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

- The childminder has appropriately high expectations for the children. She plans an exceptionally broad curriculum that follows children's interests very successfully to provide stimulating and creative experiences. The childminder makes the most of every opportunity to support children's next stage in learning.
- Children have excellent opportunities to learn about the world around them. For example, the childminder takes them to visit the local woodland and beaches and they learn to take exceptional care of the local community. The children participate in 'beach cleans' and learn about sustainability and eco-friendly routines.
- Partnerships with parents and carers are exceptional. The childminder keeps parents well informed and updated about their children's learning through observations, photos and regular assessments. Parents speak very highly about the childminder and her co-childminder and say that their provision is 'simply invaluable'. The childminder also supports children in their home environment to ensure that learning and development are consistent and children achieve the

best possible outcomes.

- The childminder has set up highly effective systems to communicate with other professionals. For instance, children's developmental successes and current areas of focus are shared between other early years settings that children may attend, such as pre-schools, to ensure that there is continuity in the children's learning.
- Children show exemplary early literacy skills and emergent writing. They show high levels of attention as they experiment with exciting and innovative ways to make marks and recognise familiar letters. For instance, the children develop their own marks and creations on light-activated paper. They are thrilled as their prints develop in the sunlight. Children make the most of a range of surfaces and media to practise their impressive early writing skills.
- The childminder enables children to explore their own thoughts and preferences in their play and provides constant opportunities for them to make individual choices. Children love to take part in daily 'mindfulness' activities and develop an excellent sense of themselves and awareness of their bodies and emotions. The expectation and promotion of positive behaviour thread seamlessly through interactions with children. The childminder uses praise effectively, and sensitively helps children to understand and develop their skills in sharing and taking turns. Children display extremely high levels of persistence and have a can-do attitude towards tasks and challenges.
- The organisation of the childminder's service is excellent. For example, she networks with other childminders to keep her practice fresh. She demonstrates a very strong passion for her work and is highly reflective in her practice. She is committed to her own personal development. She focuses exceptionally well and actively pursues training opportunities to support children's learning and development. For instance, the childminder has created an inspirational environment where children learn and play to their highest potential.
- The outstanding childminder has an excellent understanding of her role and responsibilities. She is highly encouraging of her partner's unique skills and has an extremely sharp focus on identifying their individual strengths and working together to provide outstanding learning opportunities for the children. This is achieved through purposeful evaluation and impeccable partnership working.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority. All safeguarding arrangements are robust and continually implemented rigorously. The childminder has completed frequent training and has an excellent knowledge of updated legislation. She has an extensive understanding of the different indicators that may suggest a child's well-being is at risk, and knows exactly what to do to take swift action. Children's well-being is always supported and they are supervised exceptionally well. The childminder demonstrates real vigilance in her care of children and takes meticulous precautions to protect children from possible hazards.

Setting details

Unique reference number	EY285524
Local authority	Kent
Inspection number	10137042
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 October 2015

Information about this early years setting

The childminder registered in 2004 and lives in Whitstable, Kent. She operates all year round from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children. She works with a co-childminder.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector had a tour the premises with the childminder and her co-childminder and discussed the organisation of the early years curriculum.
- The inspector observed the quality of education and the impact this has on children's learning and development.
- A range of documentation was viewed by the inspector, including evidence of suitability checks.
- The inspector took account of parents' written views provided for 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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