

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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children receive an excellent education from a highly enthusiastic, dedicated and experienced childminder who puts them at the very heart of everything he does. Children enjoy rich opportunities to explore with natural materials and learn about sustainability and eco-friendly routines.

Children demonstrate impeccable behaviour at all times. They share toys and resources exceptionally well, and play harmoniously together. The childminder is extremely attentive to children's individual needs, and embraces and respects their individuality and uniqueness. All children demonstrate excellent attitudes to learning and are highly motivated and challenged to learn.

Children access a rich and varied selection of efficiently organised activities across all areas of the early years curriculum. For instance, the childminder shares his talents and creativity with the children and they engage in design technology and woodwork. Together they have built an exciting tank structure where the children become fully immersed in rich role play and exploration.

Children are exceedingly happy and confident with the childminder. They show a tremendously strong sense of belonging as they settle quickly, due to the childminder's superb settling-in procedures. These help to address children's individual needs, likes and dislikes quickly. Children feel extremely safe and have formed wonderful attachments with the childminder.

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

- The childminder is inspirational and highly motivated. He is committed to high-quality childcare and works exceptionally hard to ensure this is provided. For instance, he provided children and their families with ongoing support, home activities, recorded stories and regular updates during the COVID-19 (coronavirus) pandemic. These were provided in an enjoyable and unique way to support children's understanding and reassure them during uncertain times.
- Activities are meticulously planned to take account of every child's interests, skills and abilities. Innovative teaching means that every child is fully challenged and engaged within all activities. The childminder is highly skilled in identifying learning opportunities to help build on children's early mathematical skills. He enthusiastically encourages children to practise counting, identify numbers and solve mathematical problems as part of their daily routines or within activities. For example, young children begin to understand the concept of ordering objects according to number. The childminder is highly effective in supporting children to think critically and find their own solutions.
- The childminder empowers children to develop their self-esteem and

independence exceptionally well. He continuously encourages children to try things out for themselves and enthusiastically celebrates with them when they are successful. The childminder efficiently supports children to help each other with tasks, such as peeling fruit and washing their own snack things. Children are eager to take part in daily 'mindfulness' sessions. These help them to gain an excellent sense of themselves and awareness of their bodies and emotions.

- Partnerships with parents are exemplary. Parents speak highly of the care their children receive and the wealth of activities their children access. Successful information-sharing helps to ensure that parents are fully informed about the progress their children make. Parents report on how quickly their children settled and how children's individual needs are exceptionally well supported.
- Children build exceptional literacy skills and a deep appreciation of books. The childminder provides cosy areas where they frequently share an abundance of stories. He is an enthusiastic and exciting storyteller who proficiently uses props to enhance children's engagement and extend on their learning. For instance, children are encouraged to create an obstacle course that reflects the action words in their story. The childminder models new words and language efficiently to broaden children's vocabulary.
- Children have an excellent understanding of assessing risks and benefit from exciting physical challenges. For instance, they construct their obstacle course with care and consideration for each other's safety, and adjust the supports to make the hurdle more sturdy. Furthermore, the childminder encourages parents to extend their children's learning at home based on what they have enjoyed throughout the session.
- The childminder has an excellent understanding of his role and responsibilities. He is highly encouraging of his co-childminder's skills and how she updates her knowledge of her role. Each childminder has a clear understanding of their individual, unique strengths. They provide amazing early years education and care, achieved through purposeful evaluation and impeccable partnership working.
- The childminder is committed and passionate about continuously improving the setting. He ensures that his professional development is ongoing and drives forward improvements to the already outstanding practice. For example, new ways to fully engage all parents in their children's learning have been highly successful.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. He continually refreshes his understanding through further training and research and has a thorough knowledge of how to protect children. This helps to keep his knowledge of wider safeguarding issues updated. The childminder confidently identifies possible indicators of abuse. He knows precisely what to do should he have any concerns about a child's welfare. The childminder supervises children at all times and ensures the environment is safe and secure. He fully understands how to

recognise the signs that a child's welfare may be at risk, including from neglect and extremist views.

Setting details

Unique reference number	EY557449
Local authority	Kent
Inspection number	10190141
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	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Whitstable, Kent. He operates on Monday, Tuesday and Thursday between 8am to 6pm, for most of the year. He works with a co-childminder each day. The childminder receives government funding for three- and four-year-old children.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the learning environment with the 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.
- The inspector viewed a range of documentation, 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2021