

Childminder report

Inspection date: 26 August 2021

Overall effectiveness	Outstanding
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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 establish exceptional relationships with the childminder and her assistants. They settle extremely quickly and feel happy, safe and secure. Children benefit from the childminder's excellent understanding of how children learn and develop. They are highly confident, motivated and engaged in their play and learning. Children thrive in the awe-inspiring environment, that is rich in language. There are numerous opportunities for all children to build on their wide vocabulary, especially through stories, songs and rhymes. The experienced and dedicated childminder is skilled at being able to continuously support each child and prepare them for the next stage in their learning.

Parents state that they are extremely well informed about their child's day and what they need to learn next. They can borrow books from a well-stocked lending library to read to their children at home.

Children behave impeccably. They consistently have high levels of respect for others and are polite and helpful to one another. The childminder is immensely committed to supporting children's emotional well-being. For example, they learn at a very early stage to talk about their emotions and can operate a 'worry hand' to help relieve any tensions. Children develop excellent resilience and social skills.

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

- Children practise their physical skills as they expertly navigate their way along an obstacle course in the garden. They confidently assess risks and test out their physical abilities. Babies develop their coordination and curiosity. For example, they eagerly explore a range of sensory toys and investigate an enticing treasure basket.
- The childminder enthusiastically joins in role-play games. For instance, they dress up as pirates and act out a story. Older children practise their wonderful reading skills and follow a series of written clues to find buried treasure in the garden. Younger children begin to make-believe by pretending. For example, they push along a pirate ship through a pretend sea, carefully manoeuvring around 'cone' island. An assistant uses role modelling to its full advantage to teach children positional language. For example, when moving a play figure 'up' and 'down' the ship's ladder.
- Children have lots of opportunities to explore mathematical concepts throughout the environment. For example, they pick up gold paper coins with tweezers and place the correct amount in different sized, numbered pots. Babies develop an awareness of number names through action rhymes.
- Children contribute eagerly to growing plants, fruits and vegetables in the childminder's garden. They have won an annual garden competition, which they

are proud of. Children consistently demonstrate highly positive attitudes to healthy eating. For example, they wait patiently for their turn to pick an apple off a tree to eat for their snack.

- Children are highly independent and manage a range of tasks for themselves. The childminder fully involves children in the daily routines. For instance, they have a rota for different duties at mealtimes to further develop their self-help skills. Children receive a range of unique cups, such as 'Handy helper'. They consistently follow robust hygiene practices.
- The childminder is passionate to teach children about different cultures and how to become good citizens in the community they live in. For example, they help plan an exciting 'Fairy door' treasure hunt in the local village, to raise money for those less fortunate than themselves. Children go on numerous social outings to the local farm, park, and a firefighting museum.
- The childminder is a qualified teacher. She demonstrates immense commitment to continually reflect on, and improve, her practice. Her assistants benefit from highly focused performance management systems and excellent opportunities to develop their skills. For example, they talk about recent training and understand even more about reading to children and supporting their communication and language development. This ensures they consistently work effectively together to achieve exceptionally high standards, which supports every child to have highly meaningful and challenging experiences in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder follows robust systems to ensure her assistants understand precisely how to safeguard children. She effectively organises safeguarding training to ensure everyone can recognise if a child's welfare is at risk of harm. As a result, the childminder and her assistants know what action to take if they have any concerns about an individual child. The childminder has comprehensive policies and procedures in place to complement the already outstanding practice that helps ensure children's safety and welfare. Highly robust recruitment and induction procedures help to promote children's safety and ensure the assistants' ongoing suitability.

Setting details

Unique reference number	EY549906
Local authority	Kent
Inspection number	10174053
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 6
Total number of places	15
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Swanley, in the Sevenoaks district of Kent. The childminder provides care Monday to Thursday 7.30am to 6pm, throughout the year. She works with two assistants. The childminder receives the early years funded entitlement for two-, three- and four-year-old children. She has a relevant level 6 childcare qualification.

Information about this inspection

Inspector
Jane Winnan

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The childminder guided the inspector on a learning walk of the early years provision, during which time she discussed her ethos and how she implemented this.
- The inspector carried out a joint observation with the childminder and one of her assistants.
- The inspector held discussions with the childminder and her assistants at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence about suitability and training.
- The inspector took account of parents' views.

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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