

# Childminder report

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Inspection date: 2 March 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are incredibly happy, confident and enthusiastic to learn in the enriched and stimulating environment. They are excited to take part in the highly motivating and challenging learning experiences that the childminder carefully plans for them. For example, children learn about how a rainbow is created. They talk about colour and are confident to discuss different shades on the colour spectrum. They confidently remember from previous learning that jade is a shade of green and lilac and lavender are shades of purple. Children are fully involved in making their own resources. This includes mathematical games, where they make their own magnetic rods to catch numbered fish.

Children are incredibly polite and their behaviour is impeccable. They show inspirational levels of respect, empathy and kindness. For example, they regularly donate to local charities who support children and families in need within the community. All children have outstanding opportunities to challenge their physical skills. They confidently use more difficult equipment, such as vertical and arched ladders. Children have incredibly confident communication skills. They have an extensive range of vocabulary and use more complex words in context. This includes words such as 'enormous' and 'gigantic'. Children gain an outstanding level of respect and understanding of other people's similarities and differences outside of their own experience. For example, they talk about same gender parents and tell their friends that 'if people are happy then they have made a good choice'.

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

- The childminder and her assistant establish tremendously secure and trusting relationships with children. This helps them settle incredibly quickly into the home. Children completely enjoy the company of the childminder, her assistant and their friends. They have exceptionally positive levels of well-being and self-worth. Children have an outstanding attitude towards learning. For example, they remain focused on a complicated 58-piece puzzle and try and try again, until they succeed.
- There is an extremely high priority and focus on children's emotional well-being and positive mental health. Children are fully involved in helping teach the childminder's two puppies who will be trained emotional support dogs. The dogs already provide great joy and comfort to all children who at times may feel anxious or upset.
- The childminder gets to know children and their individual personalities extremely well. This helps her to plan highly challenging and motivating learning experiences that she knows children will be enthusiastic about engaging in. For instance, children who enjoy being outdoors excitedly work together to build a large plastic roller coaster track to ride their roller coaster cart up and down on.

- The childminder establishes outstanding partnerships with parents. She keeps them exceptionally well involved and informed in their children's learning and achievements. She encourages parents to add to their children's plans and implements their ideas. The childminder routinely shares ideas from training with parents in sessions online or she provides them with written information. She is highly effective in helping parents to support their children at home. For example, she informs them about how to support children to gain life skills which help them prepare for their future learning and eventual move to school.
- The childminder and her assistant are keen to build on their already impressive knowledge and skills. They take part in an extensive range of professional development opportunities. This includes completing university and college seminars. They have recently learned about the development of young children's brains and how they can support all children to develop and thrive.
- The childminder and her assistant evaluate their practice together extremely well. They evaluate their day and review how they engaged children and how they could enhance children's learning even further. They include the views and thoughts of children and parent in this process. The childminder uses incredibly effective ways to monitor the consistency of the outstanding quality of care and teaching they provide children. For example, the childminder and her assistant observe each other teach children daily. They use constructive feedback to enhance their future activity plans.
- The childminder supports children to learn about the importance of healthy lifestyles. This includes healthy eating. Children visit the childminder's allotment routinely and harvest their own healthy produce. Children eat their home-grown items for snack and take them home to share with their family. This includes courgettes, sweet and chilli peppers and corn on the cob.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant both have an outstanding knowledge and understanding of the safeguarding and child protection policies. This includes additional aspects, such as being vigilant about the signs of domestic violence. They have an incredibly secure knowledge of who to contact to seek advice and how to raise and follow up any potential concerns. The childminder has extremely thorough risk assessments in place. This includes practices in place to ensure that she minimises the risk of COVID-19. Children learn how to keep themselves and others safe. For example, they know how to contact the emergency services and understand what circumstances would be seen as an emergency.

## Setting details

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| <b>Unique reference number</b>                     | EY358191  |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10136504  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 11  |
| <b>Date of previous inspection</b>                 | 24 September 2015   |

## Information about this early years setting

The childminder registered in 2007 and lives in Sittingbourne, Kent. She operates Monday to Thursday from 7.30am until 5.30pm, during term time only. The childminder holds a relevant early years qualification at level 3 and employs an assistant. She receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- This was the first routine inspection the childminder received since the 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. The inspector assessed the impact of the quality of the childminder and her assistant's interactions and learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their 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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