

Childminder report

Inspection date:

10 March 2022

| 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 extremely calm and relaxed in this highly nurturing environment. They receive an abundance of reassurance and cuddles from the childminder. This positively promotes their emotional well-being and helps to ensure they feel safe and secure. The childminder knows precisely when to give children and babies comfort and when to support them to explore on their own.

Children are excited by the broad, challenging and inspiring curriculum, which successfully ignites their love of learning. For example, children are thrilled to complete the 'jungle trail' in the garden, hunting for a bear. Additionally, children extend their vocabulary as they use describing words, such as 'squelch' and 'swish'. The childminder works very closely with parents from the outset, to establish children's starting points and ongoing interests. She precisely plans for children's next steps in learning, which means children build on what they already know and can do.

Children's behaviour is exemplary. They are exceptionally polite and well mannered, saying please and thank you unprompted. Children are extremely kind and caring with each other. For example, when babies are upset, older children talk to them and find their soothers. Children play exceptionally well together, readily sharing resources and patiently waiting their turn.

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

- Parent partnerships are extremely strong. The childminder highly values parents as partners in children's learning and development. She works extremely closely with them to ensure she is meeting children's individual needs. For example, she asks parents to make recordings of key words in their home language to ensure she pronounces them correctly when supporting children to develop their speech and language skills. Parents enthuse about how happy they are with the care and education their children receive. They mention that communication from the childminder is of the highest quality. The childminder works exceptionally well with parents to include their culture and heritage in her curriculum. This promotes an understanding of, and respect for, people, families and communities beyond their own.
- Children have an excellent understanding of how to keep themselves healthy. For example, without prompting they know to wash their hands before meals and after using the toilet. They enjoy plenty of opportunities, including walks to the local park and woodland to learn outside and benefit from fresh air.
- The childminder is highly skilled at promoting children's awareness of their feelings and emotions. For example, she discusses how they feel when someone gives them a nice gift, such as flowers. This successfully supports children to

manage their own feelings and the effects their behaviour has on others. The childminder is an extremely positive role model. She has a calm and gentle approach, consistently showing high levels of respect during her interactions with children and babies.

- The highly qualified and experienced childminder has an excellent commitment to continuous professional development. She successfully uses a range of ways to ensure her knowledge and skills are up to date. For example, she has completed extensive training in all areas of learning. This supports children to bridge any gaps that may have developed during the COVID-19 pandemic.
- The childminder uses her extensive knowledge of how children learn to enhance their all-round development. She plans a range of exciting activities that supports learning across all areas. For example, during a painting activity the childminder introduces mathematical language as she explains and uses new words, such as 'full' and 'empty'. Furthermore, the childminder adapts the activity to ensure babies can explore using their senses. This helps to enhance their already excellent learning even further.
- Children have extremely strong relationships with the childminder and thoroughly enjoy their time in her care. When the setting closed for a short time during the COVID-19 pandemic, the childminder kept in close contact with the families to offer support if needed. She used imaginative ways to continue supporting children's learning and development. For example, she arranged with parents for children to walk past her house on their daily exercise. Children enjoyed conversations with the childminder as they passed. They were excited to choose from a range of books and resources left outside her home for them to take and share with their parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a superb understanding of the signs of abuse and neglect for children. She knows the correct procedures to follow if she has concerns about the welfare of children. The childminder implements robust policies and procedures to ensure the safety of children at her setting. She is vigilant about ensuring the environment is safe. For example, she completes daily checks of her premises, inside and outside, to help identify and minimise hazards for children. The childminder uses opportunities effectively, such as mealtimes and outings, to teach children how to keep themselves safe.

Setting details

| | |
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| Unique reference number | 2539574 |
| Local authority | Kent |
| Inspection number | 10215320 |
| 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 7 |
| 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 2019 and lives in Paddock Wood, Kent. She operates all year round between the hours of 7.30am to 5pm Monday to Thursday and 3pm to 5pm on Fridays. She receives funding for the free education of children aged three and four years. She holds a full and relevant level 6 qualification in childcare.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- The inspector took account of the written views of parents.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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