

Childminder report

Inspection date: 10 February 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's enriching and stimulating environment. They show great enthusiasm for learning as soon as they arrive. The childminder provides motivating teaching opportunities, which engage children for extended periods of time. For instance, children are keen to talk about their in-depth knowledge of the animals in the 'The Gruffalo' story. Children excitedly refer to photos from recent trips to relive past experiences and enrich their learning.

Children form extremely secure attachments with the childminder. Younger children feel confident to explore independently. For example, they excitedly explore the resources on offer, looking back for reassurance, which is generously supplied. They know that the childminder is close by to offer support and security. Children respond positively to the consistent praise and reassurance they receive. They make rapid progress in their excellent language skills. For example, older children enthusiastically talk about animals, including those that are 'endangered'.

The childminder has high aspirations for all children. They are courteous of each other's space while playing, and share resources and experiences together. This provides opportunities for children to guide each other's learning with kindness and respect. For example, older children help younger children to recognise the colour yellow. Children take on the role of questioning younger children, to develop their knowledge. Children are able to work out small disagreements for themselves. They recognise and value the differing needs of each other extremely well.

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

- Parents and carers report how exceptionally happy they are with the care and education that the childminder provides. They receive excellent support to extend children's learning at home. They comment on how invaluable the childminder's support has been with all children, including those with special educational needs and/or disabilities. For example, the childminder provided a tent so that children could have their own individual quiet space. This helps to support the unique needs of all children extremely well.
- The childminder provides children with an extensive range of resources. She carefully plans her environment to ensure that all children have space to play. For instance, she has created a book that lists all the resources on offer. The children are then supported to choose what they would like to play with, or have out the next time. The resources on offer motivate children to play and explore, furthering their learning and development.
- Children are provided with an abundance of opportunities to develop their speech and language. The childminder skilfully builds on what children already know. She uses books to encourage and develop children's language

exceptionally well. For example, when exploring 'The Gruffalo' book, children could be heard repeating common phrases and words. At lunchtimes, children naturally engage in conversations about their morning. The childminder consistently provides a commentary when playing alongside children, which engages them and encourages them to do the same. As a result, children have excellent opportunities to develop their language and communication skills.

- The childminder is dedicated to improving her skills and knowledge base. She undertakes extensive additional learning and qualifications. She recognises the impact that the COVID-19 pandemic has had on children and how she can support their emotional needs. She has recently introduced reflection time, which provides children with time to talk about their feelings and emotions with her. This is highly effective in engaging children to verbalise how they are feeling, and promotes good well-being.
- All children are well prepared for their next stage in learning. For example, when children show anxiety about going to school, the childminder uses drop-off and pick-up times at local schools to talk to children about what is going to happen, making this a positive experience for the future. The childminder also supports parents with their children's transitions to school. For instance, she accompanies parents to view schools, to help them with choosing schools that support children's unique needs.
- The childminder supports children's understanding of the world exceptionally well. Children benefit from a wealth of meaningful learning opportunities to explore the wider world around them. Each week, the childminder plans trips with children's interests in mind. She gives children exciting hands-on experiences to learn about animals and nature. For instance, children visit wildlife parks to support their learning of wild animals and their natural habitats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection procedures. She sources additional safeguarding training and understands wider safeguarding issues, including extreme views and behaviours. The childminder knows how to report concerns, to keep children safe. She has thorough risk assessments in place to ensure that children are kept safe in her home and on outings. She teaches children how to manage their own risks, such as keeping themselves safe when using scissors. The childminder creates a very safe and secure environment for children to play and learn.

Setting details

Unique reference number	103577
Local authority	Medway
Inspection number	10136119
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	9 September 2015

Information about this early years setting

The childminder registered in 1997. She lives in Gillingham, Kent. The childminder offers flexible childcare from Tuesday to Friday, 7am to 6pm, except for bank holidays.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- This was the first routine inspection the childminder had 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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