

Childminder report

Inspection date:

31 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in an extremely exciting environment, that the childminder has successfully established. They are independent, confident, and content in their play, considering their young age. Children freely choose activities that appeal to their interests and become engrossed in equipment that requires them to persevere. For example, they confidently clamber up a grassy mound and take turns to use a long slide. Children are supervised effectively by the childminder and her assistants, who offer praise for their brave attempts.

Children confidently explore the beautiful grounds, negotiating their way through tree trunks and bark paths. They learn about local wildlife and create bird feeders. Children thoroughly enjoy referring to books and posters, which supports their learning. Children help to plant flowers for springtime and learn a new range of words, such as 'compost, soil, pour' and 'press'. This extends their vocabulary and supports their communication and language development, which is a significant focus in the setting.

Children are eager to be independent. They lift and carry chairs to sit at a table. Older children help their friends, and they demonstrate courtesy and manners at a very young age. Behaviour is exemplary and children develop strong relationships with the childminder and her assistants, due to their calm and patient conduct.

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

- The childminder and her assistants know the children extremely well. They can confidently outline their individual needs, characters and next steps. Adults consistently observe children throughout the day and monitor progress by sharing information and ideas to gain the best possible outcomes. The adults carefully consider teaching strategies that promote children's learning. For example, the childminder creates discussion that supports the use of mathematical language, while performing tasks such as experimenting with water and balls through a maze of guttering. All children are highly motivated to learn using songs, creativity and imagination.
- The childminder is highly ambitious with what she wants children to learn. She uses the natural features of the landscape to teach children about sustainability and maintaining healthy choices. Children learn about solar power and plant fruits and vegetables that are harvested for lunch. Children try new foods, while recognising that they have a part to play in taking care of the natural environment.
- The childminder and her assistants provide exceptional interactions with children and show a deep understanding of how children learn, including how to support their language development. They use highly effective strategies to model and

build on existing vocabulary. Adults encourage children to develop their speech by listening to extensive language as they ensure they discuss and explain simple tasks. They make every moment a learning opportunity, such as snack time. Children communicate their manners by making independent choices and describing the taste and textures of their food.

- Children enjoy music and movement sessions. They use their understanding to listen and follow simple instructions. Children explore the sounds of instruments and create noise to match the speed and beat of the song. A disco ball is provided to create a sensory experience, so that the youngest children can enjoy the session. They smile and squeal with delight as they hold hands with each other and bounce.
- The childminder is extremely reflective. She continually evaluates what she wants children to learn and adapts the environment and experiences to meet their individual needs. Children take safe risks and are free to climb, tunnel, crawl and balance. They take pride in their achievements and are motivated by praise for their determination. Adults invite children to share their home experiences and successfully celebrate what makes them unique.
- Parents clearly have a high regard for the childminder and appreciate the high levels of communication that occur. Families are willing to travel further to access what they describe as 'exceptional' provision. They praise the childminder and her assistants and are extremely complimentary about the experiences and care that their child receives.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants clearly understand their responsibility towards the children in their care. They check the area regularly and remove any hazards. Boundaries are secure and ground surfaces are suitability considered, so that children can play and learn safely. The childminder and her assistants understand how to recognise possible signs of abuse or neglect and know the correct protocol to respond and act accordingly. They have recently completed additional child protection training to deepen their understanding of safeguarding issues, so that they have the most up-to-date information to continue to keep children safe.

Setting details

Unique reference number	EY483500
Local authority	Kent
Inspection number	10228966
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 3
Total number of places	12
Number of children on roll	15
Date of previous inspection	6 February 2017

Information about this early years setting

The childminder registered in 2014 and lives in Folkestone, Kent. She provides care 8.30am to 4pm from Monday to Friday, all year round. The childminder has several assistants she can work with and regularly works with at least one assistant. She operates from a purpose-built area within the grounds of her home. The childminder has a level 4 childcare qualification.

Information about this inspection

Inspector
Kate Williams

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 provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- 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 interactions between staff and children.

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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