

Childminder report

Inspection date: 27 April 2022

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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

All children are incredibly happy in the stimulating and nurturing environment. They engage in extremely interesting and challenging learning experiences. For example, children explore the rhythm of music and make their own tambourines. They have their interests recognised and celebrated. For instance, children learn about different types of planes and go to visit the light aircraft airport. They are ecstatic as they get to sit in the cockpit and talk to the pilot. Children have outstanding opportunities to challenge their physical skills. For instance, they use more difficult equipment, such as climbing walls, stilts and rope ladders. Children learn about the importance of healthy lifestyles. They talk about the importance of brushing their teeth and help the childminder organise her healthy and balanced meal plans.

Children are incredibly polite and their behaviour is impeccable. They show inspirational levels of respect, empathy and kindness. For example, they ask each other how they are and make sure everyone is happy. Children express their emotions and feelings with excellent maturity. For example, children learn calming breathing techniques. They listen to rock music if they feel angry and enjoy classical music to help create a sense of calm. Children develop an extensive vocabulary range and their understanding of words is impressive. For instance, children talk about dinosaurs having only lived for 'three geographical time periods' and even the younger children use more-complex words in context, such as gigantic and ginormous.

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

- The childminder establishes incredibly secure and trusting relationships with all children. She fully understands their personalities and what makes them unique. Children have incredibly positive attitudes towards their learning. For example, they remain at activities with excellent focus and concentration.
- Children have outstanding levels of well-being, self-worth and self-motivation. They enjoy the company of each other and the childminder implicitly. For instance, children tell each other, 'I love it here, it is always so much fun'. The childminder speaks to them each day about what they would like to do and implements this into the plans. This helps the childminder to plan incredibly motivating and interesting activities and fascinating experiences. She successfully supports children of all ages to make outstanding progress.
- The childminder establishes excellent partnerships with parents and communicates with them daily. She keeps them extremely well involved and informed in their children's learning and achievements. The childminder routinely shares ideas to support parents to enjoy learning at home with their children. For example, she informs them about how to help children prepare for their move on to school. The childminder offers training opportunities, such as first

aid, for the parents to attend.

- The childminder is very successful in building and maintaining extremely good partnerships with staff at settings children also attend. For example, she routinely shares children's achievements and next steps with them. The childminder regularly visits the other settings and observes children together with the staff to make targets and next steps together. This helps provide children with an incredibly positive and consistent approach to their shared care and learning experiences.
- The childminder is keen to build on her already inspirational knowledge and skills. She is dedicated and determined to continue to attend an extensive range of training. The childminder discusses she would like to attend even more training regarding special educational needs and/or disabilities. She has recently learned about the theories behind visual and alternative communication. This has empowered the childminder to be more mindful about the different ways that children process words and communicate.
- The childminder has extremely effective methods for self-evaluation. She fully includes the views from both children and parents. The childminder liaises closely with other childminders and encourages them to observe her teach children. She uses their constructive feedback to enhance her future performance.
- Children develop high levels of respect for other people's similarities and differences. This includes religious beliefs, traditions and cultures. For example, children talk about an extensive range of religions and what they represent. This includes Muslim and Sikhism. Children learn about traditions of other countries, such as the way in which the Lunar New Year is celebrated in Vietnam.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an outstanding knowledge and understanding of safeguarding and child protection. This includes additional aspects, such as knowing the signs and symptoms of domestic abuse. She has a robust knowledge of who to contact to seek advice and how to raise and follow up any potential concerns. The childminder has thorough risk assessments in place covering all aspects of practice. Children learn how to keep themselves and others safe. For example, they talk about what would be an emergency and know how to contact the emergency services. Children participate in highly challenging activities, such as rock pooling. They learn about how to stay safe around water and understand the risks of the change in tide.

Setting details

Unique reference number	125128
Local authority	Kent
Inspection number	10136244
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 January 2016

Information about this early years setting

The childminder registered in 2000. She is located in Chatham, Kent. The childminder operates Monday to Friday from 7.30am until 6pm, all year around. The childminder receives funding to provide free early education for children aged three years. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the interactions and the learning opportunities she provides 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 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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