

Childminder report

Inspection date: 12 May 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

The childminder and her co-childminder provide an extremely calm, welcoming, and highly stimulating environment for the children. Children are incredibly happy and settled. They are extremely confident, engaging in the creative and varied activities indoors and in the garden. The childminder has a deep understanding and ambitious curriculum. She successfully identifies her intentions for the resources and can speak exceptionally well about the different outcomes that may occur, for children of varying ages.

Children receive exceptional support and interactions from the childminder and co-childminder to extend their knowledge and learning. The childminder skilfully asks children questions to help them think critically, which challenges their learning. Children have beautiful manners and care for each other with sensitivity. They work extremely cooperatively together and the childminder expertly supports them in sharing ideas and testing these out. For instance, children worked as part of a team when they pulled a friend along on a sledge. They celebrated their success together with beaming smiles and did a group 'high five', showing pride in their achievement.

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

- Children's experiences and needs are central to everything the childminder plans and organises. She and her co-childminder plan an exceptionally broad curriculum. They follow children's interests very successfully to provide stimulating and creative experiences. For example, children gasp as they explore potions that change colour, when they add different natural items collected from the garden. The childminder takes every opportunity to support children in their next steps in learning.
- The childminder forms extremely strong partnerships with parents. She begins the journey with a home visit to ensure that she has a full understanding of the family's needs. This provides a firm base to work from, as the childminder hones her provision to provide individual support. Parents praise the childminder's service highly and clearly value her willingness to give time to discuss their children. The childminder provides parents with informative information packs about the childminding service provided.
- The childminder makes excellent links with other early years settings. This helps her to gain expert support for children with special educational needs and/or disabilities. The childminder has a passion for language and communication. She has sought resources and additional information on how to encourage children to communicate their needs effectively through sign language or gesture. This rapidly reduces any possible frustration for children, and they feel secure and understood as a result of this targeted support.

- The childminder and her co-childminder have been relentlessly focused. They have attended courses and sought information that will help them to enhance resources, to meet the learning needs of individuals. For example, visual cue cards to support communication with children. In addition, the childminders have considered children's allergies in the materials they use, such as using appropriate natural items rather than synthetic.
- The childminder organises charity activities that include the whole family in enriching experiences. She uses funding carefully to arrange visits to external events. Additional activities mean that children have access to a wealth of learning opportunities to examine themes in the wider world.
- Children learn about their own and other's cultural backgrounds through exploring beautiful items from around the world. These are arranged to hook children's curiosity. For example, there are African drums and painted dolls from various countries, which provide alternative resources to those that children may be familiar with. Children extend their learning of similarities and differences between them and others, through interesting information books.
- The childminder is highly evaluative and constantly strives for improvement. The introduction of the outside 'cabin' has enhanced the provision tremendously. The extended garden area includes numerous opportunities to explore the environment in its natural form. The addition of areas to grow fruit and vegetables to eat, helps children to understand how plants develop and change, with their care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely aware of signs and symptoms of when a child may be at risk of harm, including signs of wider safeguarding concerns. She regularly attends safeguarding training to keep her expert knowledge up to date and knows who to contact, should she have any concerns. The childminder and co-childminder complete highly effective risk assessments before the children arrive to ensure any risks or dangers are promptly identified and minimised. The childminder supports children to develop a good understanding of their own personal safety. The childminder skilfully supports children's understanding of their own personal safety. For example, she explains clearly to them about the importance of wearing their sun hats correctly.

Setting details

Unique reference number	EY461329
Local authority	Kent
Inspection number	10228812
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 4
Total number of places	5
Number of children on roll	9
Date of previous inspection	23 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Sturry, near Canterbury, Kent. She provides her service with a co-childminder, from Monday to Friday between the hours of 8am and 4pm, during term time. She holds an appropriate childcare qualification at level 4.

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 childminder and co-childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- 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 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022