

# Childminder report

---

Inspection date:

25 May 2022

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are extremely excited when they arrive, and settle very quickly. The children are exceptionally confident and independent. They put their coats and shoes away and then become instantly engaged in play. They display very high levels of enjoyment and concentration when exploring their environment. They like making tea for their friends and the childminder, using cups and saucers. Children feel extremely safe and secure.

Children are listened to and have excellent opportunities to develop their interests. They take pleasure in choosing which book they would like the childminder to read. They also display very high levels of focus and attention while listening to the story. They thoroughly enjoy asking questions and talk very confidently about what they can see in the book. Children are highly motivated and have extremely positive attitudes towards their learning.

Children display consistently high levels of respect and their behaviour is exceptional. They actively try to help each other when putting on their shoes and coats to go in the garden. Children know how to take turns, for example, they independently and effectively use a sand timer when sharing resources and equipment.

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

- The childminder is highly skilled at adapting exciting and enriching activities to meet the needs of all ages of children. For example, she creates fantastic opportunities for babies to engage in sensory play, while also understanding how to support older children with number recognition. This ensures children make excellent progress based on their stage of development.
- The childminder has extremely high expectations for children's behaviour. She provides highly descriptive explanations to develop children's understanding of why behaviour rules are in place. The children have extensive opportunities to develop their understanding of safety. For example, they learn how to 'stop, look and listen' when crossing the road during outings.
- The childminder gives high priority to supporting communication and language and children develop their skills rapidly. They are actively encouraged to make their own decisions and are given ample time to think about their choices. This allows them to develop their understanding and confidence when speaking. For example, older children can decide what activities they would like to complete during the day.
- The childminder uses very consistent praise and reassurance when interacting with children. This creates an extremely positive and stimulating environment and, as a result of this, children are very confident and take pride in their

achievements.

- The childminder has a strong desire for teaching children about the wider world. Children's language and vocabulary is actively extended through detailed, exciting conversations and discussions. For example, they explore a variety of healthy food choices and talk about new foods to try.
- The childminder has exceptional relationships with parents. Parents state their children are extremely happy at this setting and are very happy with the progress they are making. Parents particularly value the honest, trusting relationship they have with the childminder.
- The childminder has a highly detailed understanding of children's development. This allows her to confidently identify any areas where a child may require some additional support. The childminder effectively follows procedures to seek support from local agencies for children who may have additional needs and/or disabilities.
- The childminder enjoys laughing and having fun with the children. For example, she reads books enthusiastically, making jokes that the children find very funny. This creates a happy, fun environment for children to learn in.
- The childminder confidently identifies her own strengths, and is aware of how she can continue to make improvements to provide the very best opportunities for children. She is extremely reflective and evaluative and highly proactive at keeping her skills up to date. This helps ensure children consistently receive excellent quality care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has outstanding safeguarding knowledge, and can confidently identify the potential signs and symptoms of abuse as well as other potential risks to children, including extremist views. She has an excellent understanding of how to safeguard children, and knows exactly what steps to take if she had concerns about a child. The childminder has highly effective procedures in place if an allegation was made about a family member. Children develop an extremely good knowledge of how to keep themselves safe. For example, the childminder teaches them about how to stay safe when climbing.

## Setting details

<b>Unique reference number</b>	2543228
<b>Local authority</b>	Kent
<b>Inspection number</b>	10215426
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder lives in Maidstone, Kent. The childminder works closely with another childminder at the same address. The childminder cares for children from Monday to Thursday from 7.30am to 5.30pm, term time only and holds a relevant early years qualification at level 2. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jasmine Nelson

### 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 showed the inspector around the setting, including the play room, toilet and garden. These are the only spaces used by the children.
- The childminder and inspector took part in a joint observation.
- The inspector observed the children and their interactions with the childminder.
- The inspector spoke to the childminder and the children at appropriate times.
- Parents shared their views of the setting with the inspector.
- 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022