

Childminder report

Inspection date:

25 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely settled and happy in the care of this nurturing childminder. They quickly build strong attachments to the childminder and as a result are independent and emotionally secure. The childminder and her assistants regularly receive spontaneous, warm cuddles from children as they smile and snuggle in for comfort. All children are confident to freely explore the setting, searching out their favourite toys to play with. The childminder provides a safe, secure and exciting environment where children flourish and make exceptional progress. They enjoy many exciting adventures, such as visiting zoos, farms, aquariums and the theatre.

Children show exemplary behaviour. They are consistently caring, thoughtful and respectful towards their peers. They make sure all their friends feel included and thoroughly enjoy engaging in play together, sharing resources. They make space for their friends at the snack table, pour their drinks for them and pass them fruit. Even the very youngest of children are highly motivated to focus on activities, listen well and grasp the many new skills on offer.

The childminder is passionately dedicated to her role and takes exceptional care to provide a challenging and ambitious curriculum for all. She provides a wide range of exciting and engaging activities. Children relish in experimenting with colours in water, dissolving eggs to find baby dinosaurs and making colourful fruit kebabs. The curriculum is skilfully planned to build on what children already know, to broaden their knowledge and understanding. For example, the assistant read the children's favourite 'Gruffalo' book with great enthusiasm and character voices. She then encouraged new language acquisition by getting the children to whisper and shout sounds and words in a 'Gruffalo' voice.

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

- The childminder and assistants provide an ambitious curriculum that truly reflects children's precise needs and interests. Older children are supported to complete challenges to find objects that measure a certain length. Younger children use coloured glass stones to make magic soup, increasing their fine-motor skills. All children make rapid progress and acquire the skills they need for successful future learning.
- The childminder's astute observations and knowledge of individual children mean that she adapts the curriculum and her teaching effectively to meet their needs. She meticulously reflects on her and her assistant's practice, continually making ongoing and effective improvements.
- The childminder plans an exciting and challenging curriculum built on what the children already know. All children demonstrate a real thirst for learning and display high levels of concentration. For example, children explore dinosaurs

using bath bomb eggs, while being exposed to a wealth of rich new vocabulary. Children beam with sheer pride and delight when repeating new words such as 'dissolve', 'bubbles' and 'carnivore'.

- All staff consistently use new vocabulary with children throughout the day. Children's eyes light up as they speak about fairies and fairy land. The childminder supports exploring language around colours, names, fairy wings and dresses. This helps children to speak with confidence and fluency, equipping them with the foundations to communicate effectively.
- Staff have extremely high expectations for behaviour. They are consistent and fair at all times. Staff use highly effective techniques to support children to regulate their own emotions. This supports children to have high levels of self-control and recognise the impact that their behaviour has on others.
- Children have outstanding opportunities to learn about, understand and respect the communities and religious beliefs outside of their own. Children visit different local places of worship and taste foods from different countries. They use 'Namaste' to greet local Nepali neighbours and understand the meaning of this in their culture. This provides children with an excellent understanding of similarities and differences.
- Children are independent, resilient learners. When confronted with challenges, they relentlessly keep on trying until they succeed. For example, when using child-safe knives to cut their fruit. Staff are always very quick to shower children with praise for their achievements, building their self-esteem, patience and resilience for the future.
- The childminder is highly committed to sourcing further training to benefit her and her assistants learning. She ensures that the training is meaningful and uses the knowledge she gains to enhance her already exceptional practice. She is highly supportive of her assistants and empowers them to make their own academic progress. This ensures assistants are motivated, highly skilled, and able to provide the best possible outcomes for children.
- The childminder is skilled in developing very strong links with parents and other professionals. The meaningful two-way exchange of information provides superb continuity for children's care and learning. Parents feel incredibly well supported. They state that the childminder 'really cares for the whole family as a unit, and supports the needs of each individual child' and 'I feel lucky to have found this setting and its staff.'

Safeguarding

The arrangements for safeguarding are effective.

Both the childminder and the assistant have a very secure knowledge of safeguarding. They are clear on signs and symptoms to look out for, and where to record and refer child protection concerns to. They complete regular training to update and expand their knowledge. They undertake effective risk assessments of the setting and external outings, to help reduce and minimise any potential hazards. The childminder follows safer recruitment procedures to ensure all staff are suitable to work with children.

Setting details

Unique reference number	2545113
Local authority	Kent
Inspection number	10221494
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	8
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Folkestone, Kent. The childminder operates all year round, from 8am to 5.30pm, Monday to Thursday. The childminder receives funding for children aged two, three and four. The childminder has a childcare qualification at level 3, and she employs two assistants.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between staff/the childminder and children and considered the impact on learning.
- The inspector took account of parents' views through their written comments.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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