

Childminder report

Inspection date: 15 June 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 thrive in the care of the childminder and her assistants. They feel safe and secure within the stimulating yet calming environment. Children make excellent progress with the well-planned activities that meet the needs of all children. Topics of interest are threaded through everyday activities that are provided through the childminder's well-established knowledge and relationships with the children and their families. For example, children excitedly recall the story 'There Was An Old Lady Who Swallowed A Fly'. They explore, and confidently identify, the names of the insects and animals. The youngest children are motivated to join in when they watch how animated and engrossed the older children are in the retelling of the story.

The childminder has a wealth of knowledge and experience which she uses to ensure that children are being provided with the best possible start. Children with special educational needs and/or disabilities also make exceptional progress. For instance, activities and resources are adapted to meet the needs of the children so everyone can take part. The childminder works closely with parents to ensure there is consistency when children require extra support.

Children's behaviour is exemplary. This is because there are clear and consistent messages from the childminder and her assistants. For example, when there are minor disputes about popular toys, children are encouraged to talk to each other to solve the problem. Children are kind and courteous to each other and the staff. They are often heard saying 'please' and 'thank you', as well as noticing when others might need support.

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

- The childminder plans a meaningful and ambitious curriculum. It builds on what children know and can do, extending their learning even further. Children are keen to share their knowledge. For example, they talk about insects and confidently use their maths skills to count how many insects are on the information cards. Some children can identify numbers from memory and excitedly tell the others. Children show that they can recall what they have previously learned.
- The childminder and her assistants are skilful in adapting the environment to meet the needs of the children. As children play, staff use their excellent knowledge of early years to extend learning opportunities. For example, when children showed interest in the spider from a book, the staff make spider webs with rope. Children then use their physical skills to climb over the web without waking the spider. This provokes their curiosity.
- Children demonstrate that they have exceptionally positive attitudes to learning.

They are consistently engaged in meaningful activities. Children show outstanding levels of behaviour as they cooperate, share and speak kindly to their friends. The environment, although busy with children actively involved, is calm and inviting.

- Children have plenty of opportunities to learn about themselves and others. This includes other religions, festivals and faiths. Toys and resources represent a wide range of different people and communities. Children engage in meaningful conversations about people who may be different to them. They learn about the wider world as they celebrate festivals, such as Chinese New Year.
- The childminder provides healthy and nutritious snacks and meals. With her assistants, she prepares food for the children daily, taking into account allergies and cultural beliefs. Children actively take part in preparing their food and are encouraged to try new fruits. Snack times are a pleasurable experience for the children as they all sit together and engage in conversation. For instance, a child who is due to attend school this year speaks about his new 'big school' with the other children.
- The childminder and her assistants have exceptional relationships with parents and carers. Parents talk highly of the inclusive setting and the continued excellent progress that their children are making. They receive regular feedback and updates on their children's progress, and are provided with ideas to continue learning at home.
- The childminder and her team have inspiring ongoing plans for improvement. They continuously review their space and their cohort of children, and make plans to consistently improve what they can provide and offer. This ensures that they are always thinking about what they can provide to extend children's learning and development next.
- The childminder provides superb support and guidance for apprentices who are training with her. She has regular meetings with them to ensure that they are making progress towards their qualification. The childminder uses her in-depth knowledge of early years and shares this with them. This helps to ensure that there is consistency across the whole staff team and how they engage and interact with the children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority within the setting. The childminder and her assistants have in-depth training regarding child protection. They recognise the signs of abuse and know when and how to report this further. Staff are confident and know the correct procedures to take if there was to be an allegation against a staff member. The childminder has recently undertaken training regarding what to do if they are concerned about extremism and child exploitation, which has been shared with the rest of the team. The premises are safe and secure, and risk assessments are in place that are consistently followed.

Setting details

Unique reference number	2564589
Local authority	Kent
Inspection number	10239229
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Minster on Sea, Kent. She operates Monday to Friday from 7.30am to 5.30pm, all year around. The childminder has a qualified teacher status. She works with three assistants.

Information about this inspection

Inspector

Kelly Southern

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 spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written accounts from parents to gather 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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