

# Childminder report

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Inspection date: 21 June 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	Outstanding

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

### **The provision is outstanding**

Children thrive in the care of the outstanding childminder. They make exceptional progress in all areas of learning. The childminder delivers a highly ambitious curriculum that is expertly sequenced to continuously support children to reach their full potential. Children are excited by the activities available to them. Their enthusiasm for learning is remarkable and they absorb new information rapidly. They listen and focus intently on the childminder as she speaks, and show sustained concentration during activities. Children are captivated by the excellent storytelling, as the childminder reads to them with expression, acting out parts of the story.

Children's innate curiosity drives their play. They start off tentatively exploring a basket full of real fruit and vegetables, growing more enthralled as they discover new and interesting items, such as 'squishy' aubergines. Children learn through their senses. For example, they discover peas in different forms, feeling how cold frozen peas are and listening to the sounds that dried ones make. They learn about healthy eating and how to grow and harvest food themselves. Children know from a young age that they can only pick and eat the strawberries that are red, as this means they are ready. Children greatly benefit from the wide range of experiences that teach them about the natural and wider world.

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

- The childminder is a highly committed, passionate and knowledgeable leader. She is dedicated to her ongoing professional development to build her skills and knowledge to the highest level. She spends time researching approaches to early education, which keeps her up to date with good practice. In addition, the childminder works collaboratively with other childminders, helping to lead a local childminding association.
- Children excel in their independence skills. The childminder consistently encourages children to 'have a go'. For example, she supports the youngest children to blow their own noses. Children learn to do things for themselves, such as peel and chop their bananas at snack time. They are very well prepared for the next stage in their education.
- The childminder skilfully supports children to develop their communication and language. She ensures every interaction with children broadens their vocabulary and she consciously gives them time to think and respond. The childminder speaks extremely clearly and consistently extends children's language. She commentates on their play, pausing to give them a chance to fill in the gaps. The childminder provides a language-rich environment. This leads to children being confident communicators who make excellent progress.
- Parents are extremely happy with the care that the childminder provides. They

report that they feel 'incredibly well informed' about how their children are progressing and how to support their children at home. The childminder includes parents in children's education by encouraging them to bring in books and resources from home related to their current theme. Parents regard the childminder as instrumental in their children's lives and say that they look to her for guidance, advice and support.

- Children demonstrate exemplary behaviour. They are exceptionally kind and considerate to each other. Children suggest to each other, 'Let's take turns. Let's swap!' The childminder supports children to share the resources in a positive and respectful way. Her warm and gentle nature creates an environment where children feel safe and are nurtured with the qualities they need to prepare them for the future.
- Children's learning is securely embedded. This is demonstrated by children recalling their previous experiences. For example, children notice a picture of plant roots when looking at a story. They link this to planting their own bean in a glass jar and watching the roots grow. The childminder revisits and reinforces children's learning, to build successfully on what they already know. She challenges and extends their thinking at every opportunity to deepen their knowledge.
- The childminder has robust and very effective procedures in place to monitor children's progress. She regularly assesses and reviews their development to highlight what they need to know next. She incorporates children's next steps in her planning of activities to ensure children make excellent progress. For instance, she adds counting and numbers into creative activities to develop children's mathematical understanding.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises the safety and well-being of the children in her care. She has robust procedures in place to ensure that children are supervised at all times. She practises fire evacuations regularly to ensure they know the procedure to follow in the case of a fire. The childminder has an excellent understanding of how to keep children safe. She is extremely confident in her safeguarding knowledge and fully understands the procedures to follow if she has a concern about a child. The childminder helps to educate parents on how to keep their children safe at home, sharing information about online safety and choking.

## Setting details

<b>Unique reference number</b>	EY408300
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136600
<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 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	18 January 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Tunbridge Wells, Kent. The childminder offers care from 9am to 5pm, Monday to Wednesday, all year, excluding bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Jade Orosz

### 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 spoke to the inspector about their intentions for children's learning.
- 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 childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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