

# Childminder report

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Inspection date: 23 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 childminder's care. She is exceptionally warm, caring and completely in tune with children's needs. For example, she recognises when they are tired and need to nap. Children love the security of her close contact as she settles them to sleep. The childminder is completely mindful of the impact that the COVID-19 pandemic has had on younger children's personal, social and emotional development. As a result, children receive a closely tailored settling-in process aimed at allowing them ample time to get used to separating from their parents at their own pace. Consequently, children are extremely happy, settled and confident in the childminder's care.

Children flourish in a highly stimulating environment, which the childminder organises to meet their individual needs and interests. Children make excellent progress in their learning. The childminder provides an abundance of interesting and varied experiences which help them to learn about the world around them. For example, children learn about the postal system as they post self-made Father's Day cards to surprise their parents. Children gain an excellent insight into what makes themselves and others unique. For example, they discover what people from other cultures eat by trying the food for themselves at restaurants, such as during Chinese New Year. They learn how to communicate with those who are hard of hearing through sign language.

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

- The extremely experienced and knowledgeable childminder knows instinctively how to support children's development. She constantly monitors children's progress and has incredibly high expectations for what she wants each child to achieve. She provides an exceptionally well-sequenced, interesting curriculum to help children rapidly move on to the next stage in their learning.
- Children consistently benefit from meaningful and interesting experiences across all areas of learning. The childminder recognises gaps in children's knowledge and proactively targets fun activities and learning to address this. For example, she recognised that children's knowledge of where food comes from did not extend further than it being purchased at the supermarket. Children are now able to understand the life cycle and production of food as they plant, tend to and harvest strawberries, tomatoes, and beans. They take them home to enjoy eating with their families.
- The childminder provides an incredibly language-rich environment. She supports children's speech development excellently. She talks to children constantly as they play and during routine activities such as snack time. She asks open questions and allows them ample opportunity to express themselves. Children make great progress in their speech development from a young age. They learn

positional language and differentiate between different shades of blue as the childminder introduces vocabulary during mark-making activities. The childminder takes them on weekly trips to the local library where they can select their own books to take back and read at the setting. Books are constantly accessible to children within the setting.

- Children gain an excellent understanding of how to keep themselves healthy. The childminder provides a wide range of balanced nutritional snacks and meals. Children are able to have an input into the menu planning. The childminder gently encourages children who are reluctant to eat fruit and vegetables by reminding them that they only have to try. Children learn from a young age the importance of washing their hands before eating and when they enter the setting from outdoors.
- Behaviour is exceedingly positive because children are constantly immersed in activities of their choosing. The childminder provides gentle and positive reinforcement of her expectations. As a result, children display superb manners from a young age, often saying 'please' and 'thank you' without prompting. The childminder reminds children of the impact some behaviour can have on their safety. Consequently, children know the importance of sitting properly at the table while eating, to avoid the risk of choking.
- The childminder is incredibly committed towards providing the best care and learning for children. She is exceedingly reflective and constantly evaluates the quality of her provision. She continually seeks out professional development opportunities and uses the knowledge she gains to enhance her existing outstanding practice.
- Partnerships with parents are excellent. Parents are incredibly happy with the care that the childminder provides. The childminder provides them with regular detailed feedback about their child's development. Parents value immensely the childminder's support, advice and guidance about ways they can support their child at home. They feel that the childminder has been instrumental in supporting the great progress their children make in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely secure and confident understanding of her role to keep children safe. She keeps essential training, such as paediatric first aid and safeguarding, up to date. She is clear about the signs that could indicate a child is at risk of harm. The childminder has an extremely positive understanding of the reporting procedures she must follow if she has a concern that a child is at risk of harm. She teaches children about the risks of online activity through regular age-appropriate discussions. The environment where children play and sleep is exceptionally safe and secure. The childminder instinctively recognises hazards to children's safety and immediately takes steps to eliminate and minimise them.

## Setting details

<b>Unique reference number</b>	126918
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136263
<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>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	2 February 2016

## Information about this early years setting

The childminder registered in 1986. She lives in Dartford, Kent. The childminder operates her service for most of the year, all day, Monday to Friday. The childminder receives funding to provide free early years education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Carla Roberts

### 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 her 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.
- Parents shared their views of the setting in writing 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.

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