

# Childminder report

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Inspection date: 23 June 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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| 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 make excellent progress in all areas as a result of the stimulating environment that the childminder provides. The childminder knows the children exceptionally well and prepares activities to support their development, particularly their speech and language. For example, children are very skilled at being able to retell familiar stories such as 'The Three Billy Goats Gruff'. Children use language such as, 'Who's that trip trapping over my bridge?' independently as they use props to retell the story. Even the younger children show an interest in stories and watch the older children in awe as they use props when exploring books.

Children show the utmost respect for those around them. They are kind and courteous to their friends and visitors within the setting. Children have learned that minor disputes can be talked about and they come to resolutions to problems on their own. The various age ranges know how to share and play alongside each other, developing each other's learning as they play and interact.

Children have plenty of meaningful and purposeful opportunities to develop their physical skills. For example, children show delight at being able to climb up and down the slide and move their bodies in various ways to flutter like butterflies. They have skilfully learned to use tweezers when exploring the sensory tough tray to learn about the life cycle of butterflies. The knowledge that children have on topics they are learning is exemplary and they use words such as 'pupas', when talking about butterflies hatching, in the correct context.

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

- The childminder has a very secure understanding of child development and what children need to learn next. For example, children explore potion making as they experiment with measuring, pouring, adding more or less, and using their senses to smell and touch their creations. Even the youngest of children are supported by older children to join in and experiment with their senses, developing language as they play.
- With the support of the childminder, children learn how to look after themselves and others. This is embedded into the routine from the very start. For instance, children know after breakfast they need to brush their teeth and do so independently as they sing the toothbrushing song. Children show increasing independence when learning to use the toilet and know when they need to wash their hands, such as before snack time and after blowing their noses.
- Through skilful and mesmerising storytelling, children learn to talk about their emotions and feelings. For example, when retelling the story 'The Three Billy Goats Gruff', the children show empathy towards the goats and how they would be feeling 'scared', 'worried' or 'happy' after they have crossed the bridge. Books

are used throughout the whole environment to enrich the opportunities that children are learning about.

- The childminder has a very secure knowledge of special educational needs and/or disabilities. She knows when and how to refer children for extra support. She provides in-depth information to parents through the two-year check to ensure that children get the help and support they need at the earliest opportunity. The childminder ensures that she has excellent communication with parents and carers so extra support can be provided where necessary.
- Children are more than ready for their next stage of learning. This includes eventual transitions to school. For example, the childminder reaches out to other settings that children may attend to ensure that there is consistency between both settings. She shares what the children are learning and uses feedback from other provisions to enhance what she can offer the children at her setting.
- Children have meaningful conversations and cover a vast range of topics relating to other cultures, faiths and religions. For example, the children explored Pride week and how everyone is different. This taught the children about the wider world and encouraged acceptance of others who differ to us within the community. This learning is embedded into the play opportunities and the diverse resources that are on offer.
- Parents are exceptionally happy with the setting. They comment on how well their children are developing and learning while in the care of the childminder. For instance, parents praise the information they are provided with about what their children are learning. Parents are also given ideas and suggestions as to what they can do at home to continue learning and development. Parents comment on how the children have seamlessly transitioned to the childminder from other settings.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure and consistent practices in place to ensure the well-being and safety of the children in her care. She knows about how to make a referral when there are causes for concern, including radicalisation and extremism. She understands her duty to inform Ofsted of events such as changes to the people in her household or allegations that are made about herself or her family. The childminder has excellent knowledge of what the current risks to children are. The premises are safe and secure and this ensures that people cannot access the site while children are in her care.

## Setting details

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| <b>Unique reference number</b>                     | 2547430   |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10239215  |
| <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> | 2 to 5  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 5   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder lives in Minster On Sea, Sheerness, Kent. The childminder cares for children from Monday to Thursday, from 7.30am to 5.30pm, all year round. She holds a relevant early years qualification at level 3. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Southern

### Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.

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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