

Childminder report

Inspection date: 12 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the exceptionally calm and nurturing environment, which helps them feel safe and secure. On arrival, children are very excited to see the childminder and readily separate from their parents. Children eagerly run in to find their friends and are genuinely pleased to see each other. Children of all ages successfully manage their own personal hygiene needs and show increasingly high levels of independence. For example, they remove their own shoes when playing indoors. This helps prepare all children well for starting school.

Children thoroughly enjoy an abundance of praise and encouragement, which positively enhances their already high levels of confidence and self-esteem. They have extremely strong bonds with the childminder who consistently prioritises their well-being. Furthermore, children are superbly supported through times of change. For example, they benefit from a very flexible settling-in process, tailored specifically to their individual needs. This helps to successfully build their confidence and emotional well-being from the outset.

Children respond extremely positively to the childminder's high expectations. They behave exceptionally well and show high levels of respect for adults and each other. For example, older children invite younger children to join in their games and all children tidy away resources when asked.

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

- The childminder has a deep understanding of the different ways that children learn. She skilfully adapts activities to ensure they meet the needs of all children. For example, when caring for tortoises, she teaches young children new words, such as 'hibernate', and older children the types of foods tortoises like to eat. The childminder makes accurate assessments of children's learning and development. She uses the information gathered to plan precise next steps to help ensure children make continued progress and swiftly close any emerging gaps.
- The childminder provides an ambitious curriculum for all children. The activities she plans are expertly sequenced and highly stimulating. For example, children learn about growing fruit and vegetables from a seed, develop their knowledge of what plants need to grow and how to harvest and prepare them. Children enjoy tasting the fruit and vegetables they have grown when they use them to make their own healthy snacks.
- The childminder expertly enhances children's love of reading. Children benefit from borrowing books from the library and reading books in the different languages they speak. The childminder frequently shares books and reads familiar stories with children. The childminder skilfully checks what children

already know and builds on previous learning. For example, children expertly recall the plot when she asks them, 'I wonder if you can remember what happens next?' All children, including those with emerging concerns, make excellent progress with the development of their communication, language and literacy skills.

- Children are extremely motivated to learn and demonstrate high levels of engagement and concentration. For example, children of all ages are fascinated as they explore and investigate how water moves through a system of drainpipes. Children are extremely kind to each other. For example, older children spontaneously help younger children to achieve tasks, such as filling containers with water.
- The childminder knows the children in her care and their families exceptionally well. She uses a wide range of highly stimulating strategies to broaden children's knowledge of the wider world and diversity. For example, she talks to children about different family structures. This successfully supports children to respect others and recognise they are not all the same.
- The childminder works superbly with parents of children who encounter difficulties managing their feelings and behaviour. This ensures consistent strategies are implemented to help children as much as possible. Additionally, the childminder supports children to understand the effects their behaviour has on others.
- The childminder is extremely reflective and strives to constantly improve her care and teaching of children. For example, following recent training, she has introduced more 'everyday' resources to provide even more exciting learning experiences for children. This is seen when children have great fun together building dens with a variety of empty cardboard boxes. Furthermore, she is proactive in sharing the findings of her own research with other early years professionals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training. She has an excellent knowledge of the signs and indicators that a child might be at risk of abuse or neglect. She understands the processes to follow if she has concerns regarding children's welfare. The childminder understands the action to take if there are concerns about her practice or a member of the household. She completes robust daily checks of the premises to ensure it is safe for children to play. Furthermore, when on outings, she conducts risk assessments to ensure the environment is safe and suitable for the children in her care.

Setting details

Unique reference number	125440
Local authority	Kent
Inspection number	10136249
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	2 to 13
Total number of places	6
Number of children on roll	15
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 1995. She lives in Tunbridge Wells, Kent. She operates her service on Monday to Friday, from 8.30am to 5.30pm, all year round. The setting receives funding for the free education of children aged three and four years. The childminder holds a relevant qualification at level 6.

Information about this inspection

Inspector

Michaela Borland

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector spoke to children to find out about their time at the setting.
- 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 inspector spoke to parents and read written feedback from parents during the inspection and took account of 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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