

# Childminder report

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Inspection date: 9 November 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children demonstrate that they feel exceptionally happy and safe at the childminder's home. For example, during story time, they seek out the childminder and her assistant for cuddles. They are shown genuine compassion and care as they relax and thoroughly enjoy sharing stories together. Children form superb bonds with the childminder and her assistant, which impacts extremely positively on their personal, social and emotional development. Children make outstanding progress in their learning and development. The childminder and her assistant have exceptionally high expectations for all children, including those with special education needs and/or disabilities (SEND). For instance, they work very closely with parents to ensure that there is consistency in their approaches to support. This ensures that there is continuity in the care and education that children receive to enable them to make rapid progress from their starting points.

Children's behaviour is exemplary. They have extremely positive attitudes to their learning and play. For example, children respond positively and enthusiastically to adult requests. During tidy-up time, very young children work together in collaboration. They collect resources and pass them to their friends to place in the box. Children show high levels of respect for each other as they are consistently kind and courteous in their interactions. They can be heard saying 'please' and 'thank you' and wait patiently for their turn without incident. They confidently demonstrate their understanding of why behaviour rules are in place.

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

- The quality of education is outstanding. The childminder and her assistant plan a highly effective curriculum that excites and engages the children. For instance, children flourish in the outdoor learning environment at the childminder's home. They are extremely engaged as they freely explore the pumpkins that they have nurtured from seeds. Young children use skills in advance of their age as they successfully use real tools to excavate the pumpkins. The childminder and her assistant provide the children with a wealth of learning opportunities, both at their home and through regular outside activities. Children's experiences are successfully arranged over time to ensure that their learning is fully embedded and builds excellent knowledge and skills for future learning.
- The childminder and her assistant have exceptionally high expectations for children's behaviour. For example, very young children have an excellent understanding of their emotions and the impact they have on others. They instinctively offer their peers comfort when they become upset. They cuddle their friends and ask if they are 'ok' before returning to play. Their interactions are skilfully supported, as the childminder and her assistant consistently use positive language to help them explore their emotions and feelings.

Relationships reflect a very positive and respectful culture, which has a significant impact on children's engagement in their learning and play.

- The childminder and her assistant have an exemplary attitude towards supporting children's independence skills and the development of their character. For instance, on arrival at the setting, children are given individual support and encouragement to be able to manage their own self-care. Very young children are incredibly independent for their age and stage of development as they remove their shoes and independently put their slippers on. They thrive in the relaxed and calm atmosphere as they are given the time and space that they need to master new skills, while being gently guided and encouraged. These practices are highly effective and have a huge impact on the development of children's confidence, resilience and character.
- The childminder and her assistant have an awe-inspiring vision for providing high-quality care and education. They have a very clear and ambitious vision for continuous improvement. For example, they have already made extensive changes to the outside space to enable them to improve their offer significantly. For example, children have access to large planting beds, where they use real tools successfully to harvest a range of home-grown fruits and vegetables. They have lots of opportunities to develop their physical skills and benefit hugely from these changes that have already taken place. Children have daily access to learning outside in the fresh air, where they can move freely and explore as they learn to take managed risks.
- Parent partnerships are very secure. Parents consistently share overwhelming positive views of the 'highly effective' service that is offered by the childminder and her assistant. For instance, parents share feedback about the 'amazing progress' that is made through the 'highly enriching and fulfilling' experiences that are planned for the children. They are extremely happy with the regular communication that they receive about children's learning and development. These strong working relationships with parents considerably strengthen the childminder's offer and have a hugely positive outcome on the learning and development of all children, including those with SEND.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent working knowledge of the safeguarding policy and procedures of the local safeguarding partnership. They understand fully their duty of care to children and families and know how to make a referral if needed. They can confidently talk about a range of safeguarding issues, such as the 'Prevent' duty, female genital mutilation, county lines and domestic violence. They have stringent and secure processes in place for recording and sharing information if they were to have concerns about a child in their care. They attend and complete regular training to ensure that their knowledge remains up to date.

## Setting details

<b>Unique reference number</b>	EY474254
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228876
<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 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	24 February 2017

## Information about this early years setting

The childminder registered in 2014 and lives in Ashford, Kent. She offers care from 7.30am to 5pm Tuesday to Friday throughout the year, except for family holidays. She works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicky Webb

### 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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