

# Childminder report

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Inspection date:

9 November 2022

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<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 are exceptionally settled and happy in the childminder's care. They have extremely strong relationships with the childminder and her assistant. Children receive an abundance of praise and encouragement, which promotes their emotional well-being and helps to ensure they feel safe and secure. The childminder knows precisely when to give reassurance and when to allow children to explore independently.

Children behave amazingly well. They show high levels of respect for people and the environment. They respond well to the childminder's high expectations of behaviour. For example, they listen carefully to adults and react positively to requests such as to tidy up toys before they have lunch.

Children demonstrate high levels of concentration and are immersed in activities throughout the day. They spend extended periods of time investigating and exploring resources. For example, children persevere when fitting shapes into the sorter. In addition, this is highly successful in developing children's problem-solving skills.

Children are extremely confident communicators. This is seen when very young children enthusiastically remember the names of dinosaurs, such as 'triceratops'. Children further develop their speech and language skills when they learn new words. The childminder and her assistant expertly introduce new vocabulary during play. For instance, when children play with a water mat, the assistant describes it as 'squishy' and 'squidgy'.

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

- The highly motivated childminder provides an incredibly inviting and stimulating environment for children to play and learn. For example, resources are attractively arranged on low shelves to enable all children to be able to choose what they wish to play with. She carefully considers the needs of children attending each day and adapts the environment and activities to help all children make progress with their learning and development.
- The childminder has developed a curriculum that is challenging and highly ambitious for every child. She precisely sequences the curriculum to help children to develop their knowledge and refine their skills. For example, she supports children of all ages to safely take risks when they use equipment at the local park. She is extremely passionate about offering a curriculum that ignites children's love of learning.
- The childminder and her assistant are superb role models for children. They observe children closely and listen carefully to what they say, ensuring they

praise children and celebrate their achievements at precisely the right time. Furthermore, this effectively supports children's motivation to learn.

- The childminder and her assistant make effective use of opportunities to teach children about people who are different from themselves. They use a range of interesting ways, such as discussions, resources and stories, to successfully teach children to respect others. For instance, children learn about mobility aids that assist people to walk. Additionally, they celebrate a variety of festivals from other cultures. This supports children to gain a deep understanding of similarities and differences between themselves and others.
- The childminder knows the children in her care extremely well. She ensures routines are flexible to precisely meet the needs of children. For example, settling-in processes are tailored to fully support children's emotional well-being and confidence.
- The childminder supports her assistant incredibly well through regular supervision meetings and observations of their practice. The childminder and her assistant ensure they keep their knowledge and skills up to date. For example, they have completed training on communication and language which has had a positive impact on children's learning. They ask interesting questions as children play, which successfully extends children's listening and thinking skills.
- Parents are thrilled with the care and attention their children receive from the childminder. They comment on the fun, safe environment and how their children 'thrive' at the setting. Additionally, they enthuse about her flexibility and the homely feel that the childminder provides for children. The childminder keeps parents fully up to date with their child's learning and development. Parents thoroughly enjoy sharing learning from home with her.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a robust knowledge of the potential signs of abuse and neglect. They know the processes to follow if they have concerns about children's welfare. Additionally, they have a thorough understanding of their safeguarding responsibilities, including what to do if there was an allegation against a member of staff or household member. The childminder checks her premises daily for potential hazards to ensure it is safe and secure for children to play. Children successfully learn how to keep themselves safe. For example, they regularly practise emergency evacuation procedures. The childminder understands her duty to check the ongoing suitability of her assistant.

## Setting details

<b>Unique reference number</b>	EY265570
<b>Local authority</b>	Kent
<b>Inspection number</b>	10137018
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	4 February 2016

## Information about this early years setting

The childminder registered in 2002. She lives in Tonbridge, Kent. The childminder cares for children Monday to Thursday from 7.30am to 6pm, all year round. She receives funding for the free education of three- and four-year-old children. The childminder works with an assistant.

## 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 provider.
- The inspector observed interactions between the childminder, her assistant and children during activities and assessed the impact of teaching on children's learning.
- The inspector looked at relevant documentation, including suitability checks.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector talked to the assistant at appropriate times 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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