

# Childminder report

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Inspection date:

28 February 2023

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## **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 arrive at the setting extremely happy and excited. They are incredibly enthusiastic to start their day. Children greet each other by name and immediately engage in conversations about what they are going to do. Children show that they feel safe and secure in the care of the passionate and devoted childminder. Children enjoy inviting her into their play. They skilfully share what they already know and can do. The childminder then builds on this, introducing them to new language as they play. For example, when the children explore shapes they show that they recognise a circle, triangle and square. The childminder introduces the shape of a 'cross'. Children make the shapes with their hands and match it to other crosses, developing their understanding.

The childminder has very high expectations of what children can achieve. She supports them to be physically active and ensures that they spend plenty of time outdoors each day. For instance, children visit the local woodlands to take part in forest school activities, as well as visiting the local park to embed their physical skills. Inside, children take part in dancing and action songs. They notice when they get hot and tired after dancing and know that drinks will cool them down.

Children have excellent opportunities to learn about and understand other people's similarities and differences beyond their own experiences. Children learn about a broad range of faiths and the traditions of other countries. For example, children visit the allotment to pick leeks ready to make leek and potato soup to celebrate St David's day. The childminder teaches the children how to use technology to learn about others. For instance, to celebrate Chinese new year the children watch clips of traditional Chinese dragon dancing, before making their own dragon to dance with.

Children behave incredibly well. This is consistently modelled by the childminder. She speaks to them about how to be kind, and how to share resources. Children show excellent resilience. They keep on trying when they encounter difficulties. For example, when threading children keep on persevering to get all the objects onto the thread using their fine motor skills.

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

- The childminder gets to know each child extremely well and has a vast understanding of their individual interests and capabilities. She uses this information to devise a highly considered and well-thought-out curriculum intent that precisely reflects their individual learning needs. Children are highly motivated to learn and they all make exceptional progress from their starting points.

- The childminder expertly supports children to develop their language relating to emotions. She provides excellent opportunities for children to discuss and express their feelings. For example, she prompts them to consider how their actions might affect others. Children are learning to be incredibly thoughtful and supportive of each other.
- The childminder works hard to keep her professional development up to date. She identifies training based on the needs of children in her care. She accesses this training through the local authority or other childcare training organisations. For example, when noticing speech delays, the childminder completed further training in order to support children's speech development. This leads to exceptionally positive outcomes for children.
- Partnerships with parents and carers are highly effective. Parents are incredibly happy with the care and education the childminder provides, and recommend her to other local parents. They value the feedback they receive through face-to-face conversations and the online journals. The childminder shares with parents what their children are learning and related topics so this can continue at home.
- Children are highly independent. They know to wash their hands at appropriate times, explaining that they must use soap and then water to wash and then dry their hands. Children confidently help to set the table for mealtimes. They peel their own fruit for snack time and help to tidy up after activities. They are supported in using the toilet or potties when toilet training. The childminder uses clear language to direct the children in what to do, giving them full independence and autonomy.
- Children benefit from an environment that is superbly rich in language. The childminder talks to children constantly as they play and during routine activities. She is highly skilful at interweaving open-ended questions in her interactions with children, allowing them ample time to think about their answer and fully express themselves. For example, when reading 'Handa's Surprise' the children knew the language in the book and could join in. As a result, children are fast becoming confident communicators.
- The childminder consistently develops children's knowledge by teaching them how the world works. Children enjoy regular visits to the allotment. They plant seeds, tend to them and then take them home to eat for snack and lunch. Children recall experiences of 'allotment soup' which they make using all the autumn and winter vegetables.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to keep children safe. She undertakes regular training to support her in this role. The childminder can confidently talk about the areas of abuse and how these might present in children. She knows the procedure to take should she need to make a referral or get further advice. The childminder undertakes risk assessments to ensure that her premises are safe and suitable. These assessments help keep children safe and secure while in her care. The childminder understands the risks to children. For example, when

using the internet and playing games online. She teaches this to children and provides information to parents to keep children safe at home.

## Setting details

<b>Unique reference number</b>	EY413686
<b>Local authority</b>	Kent
<b>Inspection number</b>	10279652
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	14 February 2019

## Information about this early years setting

The childminder registered in 2010. She lives in Wye, Kent. The childminder cares for children Monday to Thursday, from 7am to 7pm, all year round. She receives funding to provide free early education for children aged three years. The childminder has qualified teachers status.

## Information about this inspection

### Inspector

Kelly Southern

### 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 this into account in her evaluation of the setting.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities, and assessed the impact this has on children's learning.
- The inspector looked at required documentation, including evidence of suitability.
- The inspector took account of the views of parents.

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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