

Childminder report

Inspection date: 29 March 2023

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 are supported incredibly well as they learn how to self-regulate their feelings and emotions. The childminder regularly encourages children to reflect on, and share, how they feel. For example, at the start of the day, children talk confidently and enthusiastically about what makes them feel loved. The childminder displays great skill as she teaches children ways to manage and respect personal boundaries. For example, she uses unique phrases such as 'play space', encouraging children to ask and invite their friends to play. As a result, children play harmoniously together and take pleasure in playing independently.

Children's behaviour is exceptional. The childminder has exceedingly high expectations of children, which is shown through her fair and consistent boundaries. Children display high levels of respect and respond promptly to her requests. For example, children recognise when it is time to tidy up and do so with joy and fulfilment. Children have excellent manners and advanced social skills for their age. They say 'excuse me' when interacting with their friends and introduce themselves when visitors arrive.

Children display positive attitudes towards their learning. They confidently engross themselves in play and activities, showing consistently high levels of curiosity and concentration. Children become excited to complete tasks for themselves. For example, they become deeply engaged in a planting activity. The childminder provides children with all the materials they need and gives a precise, step-by-step explanation. As a result, children are becoming strong independent learners and confidently ask for help if needed. The childminder introduces new vocabulary, including words such as 'utensils' 'roots' and 'moisture'. This helps to broaden children's great knowledge.

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

- The childminder has extensive knowledge and thorough understanding of how children learn and develop. She distinctively recognises children's individual ways of learning and uses these to specifically target her great teaching. She puts children at the heart of what she does, continuously thinking about how to provide them with new, inspiring experiences. For example, when children were fascinated with planes, she organised a trip to visit the war museum. These opportunities ignite children's curiosity and inspire them to learn.
- The childminder places high importance on developing children's independence. Children take pride in zipping up their own coats and attending to their toileting needs. The childminder supports children to make their own healthy choices at lunchtime. She poses thought-provoking questions, for example, asking them to identify 'sweet' and 'savoury' food items. Children talk about the effect of food

on their bodies. For example, they know that cheese and milk can make their bones grow strong. This effectively supports children to develop the autonomy and expertise they need to develop knowledge and habits to manage their self-care and health.

- The childminder is extremely passionate and places strong emphasis on enhancing children's communication and language. She uses a variety of consistent methods, such as visual picture cues and sign language, alongside her verbal communication. When children ask questions, the childminder is attentive as she encourages them to think about their own ideas first. This extensive support helps children to make exceptional progress with their understanding, communication and problem-solving skills.
- The childminder is highly successful in providing children with many wonderful opportunities to develop their understanding of the world in which they live. She consciously teaches children about how to care for her pet tortoises. The childminder conducts weekly trips to the library and plans outings to specific locations relative to children's learning and interests. For example, she takes children to restaurants for lunch to build on their social skills as they interact safely and politely with members of the public. These unique experiences help prepare children for life in modern Britain.
- The childminder frequently liaises with external professionals, including speech and language therapists. She takes swift action to provide the necessary support for children with special educational needs and/or disabilities (SEND), making referrals when required. This is highly successful in ensuring that early support is put in place for children with SEND, allowing them to reach their full potential.
- Partnerships with parents are fully effective. Parents speak incredibly highly of the childminder, stating she is 'caring' and 'supportive'. They say that they are grateful for her sensitive advice and successful strategies to further support children's learning and development at home.
- The childminder is extremely dedicated to enhancing her professional development and consistently builds on her already excellent knowledge. For example, she is currently completing online training courses to ensure that she can provide the highest level of support to children who may display some developmental delays.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent safeguarding knowledge. She has a substantial knowledge of safeguarding issues, including the 'Prevent' duty, female genital mutilation, as well as all types of abuse. The childminder completes safeguarding training regularly so her knowledge is kept up to date to continue to protect children from harm. She has a secure understanding of what to do if an allegation was made against herself or a member living in her household. Children are learning how to keep themselves in the event of a fire and know to call 999 for help in an emergency.

Setting details

Unique reference number	EY239451
Local authority	Kent
Inspection number	10280731
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 4
Total number of places	4
Number of children on roll	18
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 2003, and is located in Margate, Kent. She operates from 8am to 6pm, Monday to Friday, all year round, except personal holidays. The childminder provides free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Jasmine Nelson

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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