

Childminder report

Inspection date: 4 May 2023

Overall effectiveness	Outstanding
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 extremely settled, showing high levels of confidence and happiness as they play and explore. The childminder places strong emphasis on ensuring all children feel happy and safe. She dedicates specific times in the day for children to talk about their emotions, exploring their reasons for feeling different ways. For example, children talk confidently as they share what makes them worry. The childminder is highly attentive and nurturing as she spends time reassuring and comforting children. As a result, children are learning excellent strategies to help them manage their self-regulation.

Children's behaviour is exceptional. They are extremely polite and well-mannered, regularly using 'please' and 'thank you' without any prompting. The childminder and her co-childminder have very high expectations, which is shown through children's willingness to help. For example, while the co-childminder is preparing lunch, the children set the table all by themselves. They show a strong sense of focus as they work together to identify how many chairs they need. This is a great opportunity to encourage children to develop their problem-solving and social skills.

Children have formed extraordinary friendships. Older children are extremely caring and thoroughly enjoy being helpful and assisting with tasks. For example, they are incredibly gentle and supportive as they patiently help the younger children to climb the steps. Older children take time to hold their hands and encourage them to be careful and walk slowly. As a result, older children are now actively teaching others about the importance of safety, showing they are excellent role models for younger children.

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

- The childminder is extremely knowledgeable about the ways in which children learn. Her high-quality teaching provides children with ongoing challenges to ensure the learning opportunities are maximised. For example, she adapts activities quickly, in the moment, to ensure children reach the learning outcomes and remained focused. As a result, children are becoming active, independent learners.
- The childminder and her husband, who is also a registered childminder, work closely together to provide a language-rich environment. They regularly engage in back-and-forth conversations, questioning children's knowledge and understanding. For example, before they engage in a physical throwing activity, the childminder asks children to guess how many blocks they can knock down. They then reflect on how many are left and work out how many to knock down next time. This supports children to refine their throwing techniques and think critically about their movements. As a result, children display high levels of

concentration and perseverance as they keep trying. This helps children to develop their confidence and be proud of their achievements.

- The childminder actively promotes children's independence. They have voluntarily adapted and made changes within their home to further promote children's independence skills. For example, they have implemented low-level sinks and a toilet, allowing children to attend to their own self-care needs. As a result, children complete these routines, such as handwashing, with ease and require little to no support from the childminder or her co-childminder.
- The childminder provides an extensive variety of opportunities for children to be active and live healthy lifestyles. Children engage in regular exercise in the garden as they thoroughly enjoy using the ride-on bicycles and scooters. The childminder provides regular opportunities for children to help prepare their healthy snacks and hot meals. This allows children to gain a deeper understanding of the value of eating well. The childminder has worked extremely closely with parents to help improve children's poor eating habits. As a result, children now thoroughly enjoy mealtimes and have developed extremely positive attitudes towards their food.
- The childminder places an extremely strong emphasis on giving children real-life experiences. They go on weekly outings to a variety of different places, including castles, farms and woodland areas. Children have showed a particular interest in vehicles, so the childminder has planned exciting, alternative ways to travel to their outings. For example, last week they travelled on a train, and this week they are going to travel by bus. This helps to broaden children's knowledge of the world they live in.
- Parents speak incredibly highly of the childminder and her co-childminder and are extremely complimentary. They describe them as being 'kind, compassionate, inclusive and committed'. The childminder frequently informs parents about their children's activities throughout the day, which parents appreciate based on the feedback they shared. Parents feel their children have made exceptional progress since attending the setting and feel as though the childminder 'empowers children's independence'. Overall, partnerships with parents are highly effective.
- The childminder is extremely passionate and dedicated. She conducts regular, professional discussions with her co-childminder about the children's progress and development. This allows her to frequently reflect on their practice and evaluate the environment to ensure children are consistently provided with new, exciting experiences. For example, they recently designed a racing track in the garden after children showed a particular interest in vehicles. On reflection, they have also identified forest school training as an area they want to develop in professionally. This highlights her willingness to invest in training to support her continued professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely robust safeguarding knowledge. She fully

understands her responsibility to protect children from harm and completes safeguarding training regularly with her co-childminder to ensure their knowledge is kept up to date. She has a very detailed understanding of the potential signs and symptoms of abuse, including domestic abuse, and what this may look like for a child. She is vigilant to any changes occurring within the child's life that may impact on their emotional well-being. The childminder understands the potential signs of radicalisation and knows who to contact if concerns were raised. The childminder and her co-childminder complete daily checks of the environment to ensure children's safety is assured.

Setting details

Unique reference number	EY384168
Local authority	Kent
Inspection number	10285384
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	1 to 4
Total number of places	6
Number of children on roll	15
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 2008 and is located in Maidstone, Kent. She offers care from 8am to 6pm, Monday to Friday, for most of the year. The childminder works with a co-childminder. The childminder receives funding for the provision of free early education for children aged two, three and four years. She has an early years qualification at level 3.

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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