

Childminder report

Inspection date:

10 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children immediately cuddle the childminder as they arrive in this warm and caring home. Laughter rings out as children listen to the childminder tell a story of their choice and bring the characters to life. The childminder finds inventive ways to engage children as she skilfully tailors their learning experience to their interests. For example, when children are eager to explore ducks, she sings the nursery rhyme, 'Five Little Ducks'. Furthermore, as they delight in splashing the ducks in the water, the childminder names them, repeating the words and sounds. This helps children memorise words while learning rhyming structure, and it enhances their thinking skills.

Children learn about nature in the environment. An ant nest in the garden causes a lot of interest. The childminder encourages them to find out how many legs ants have by collecting them and looking at them through a magnifier. Children find out more by looking at interesting fact books. Children demonstrate excellent behaviour as they wait patiently to collect the minibeasts. The childminder describes the first time the children found the ants and helps children to develop their ability to recall past experiences. This supports their memory development and strengthens their capacity to remember events. When she praises their efforts, they beam with pride at their achievements.

Children are thrilled to use rose petals they have collected to make 'rose tea' in the mud kitchen. They learn through their senses as they smell the flowers. The childminder fosters children's independence at every opportunity as children demonstrate that they can help themselves to water from a container by turning on the tap themselves. The childminder encourages them by saying 'keep going' and 'you can do it'. Children show exemplary attitudes to learning for their age. For example, they concentrate extremely well on games that help them to match colours and build towers. This helps them to develop the foundation for problem-solving skills. Moreover, it supports them to get ready for the next stage of their education.

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

- The childminder expertly prioritises emotional growth and attachment, and she meets children's needs skilfully and with speed. Children benefit from excellent support that helps them learn to regulate their emotions and feel safe and secure with the childminder. For example, children bring in their own bag of comforters that they have at sleep time or whenever they want to use them.
- The childminder uses highly effective strategies for calming children while modelling empathy and kindness. She provides a nurturing environment that helps to build children's confidence and a positive self-image. Children settle

quickly and demonstrate the coping skills that help them become school ready.

- The childminder plans a sequenced curriculum on an individual basis for each child. She ensures that her assessments identify any gaps in children's knowledge to provide their next steps in learning, which she skilfully merges with their interests. For example, children collect sticks on their walk in the woods, and they use them to create stick men and make ribbon shakers. The children read the story 'Stick Man' as the childminder fosters children's imagination through their own experiences. They begin to develop their large muscles as they dance and their fine motor control as they twist the sticks.
- The childminder skilfully fosters children's independence. For example, very young children help themselves to soap and wash their hands while singing a special song. Children excitedly get their own dishes, pour out their own water, cut up their own fruit and serve themselves their snack. The childminder ensures that children learn about healthy eating.
- Children with special educational needs and/or disabilities (SEND) benefit enormously from the childminder's diligent attitude to working with a multi-agency team of professional experts. The childminder has an exemplary understanding of the importance of providing a comprehensive and consistent experience for her children. She works with determination in a highly efficient way, using step-by-step plans to help children to reach their goals.
- The childminder expertly supports children to find out about people in the world around them. For example, while celebrating Chinese New Year, the childminder uses children's own resources to help them recognise that they have similarities and differences with others. Children have a comprehensive experience that involves eating noodles and rice, wearing Chinese clothes and making lanterns. This helps to nurture children's understanding of the world around them while building tolerance, respect and inclusivity.
- The childminder has an outstanding attitude to further improvement. She seeks meaningful professional development opportunities to support children's learning. The type of course she chooses is based on children's current needs. For example, she recently completed an advanced course in baby and language development. This is highly effective, and children are now using simple phrases and sign language to communicate their wants and needs.
- Parents report that the childminder is 'incredible'. They say their children have made excellent progress. They are happy with the communication and support they receive. Parents of children with SEND say they feel confident in leaving their child with the childminder. They report that they can relax knowing their child is in safe hands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure home. She conducts regular and in-depth risk assessments, both at home and on outdoor trips. The dangers of the internet are raised with parents and children. The childminder thoroughly understands the signs and symptoms of abuse. She knows local and national

procedures for reporting them. Robust procedures are in place to report concerns swiftly. The childminder has a comprehensive understanding of safeguarding issues, such as the 'Prevent' duty and local issues, such as county lines. She knows how to report these concerns if they should arise.

Setting details

Unique reference number	2622379
Local authority	Kent
Inspection number	10281005
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2021 and lives in Dartford, Kent. She offers care Monday to Friday, from 8am to 5.30pm. The provider has a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Kay Beckwith

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 the evaluation of the provider.
- The inspector and the childminder completed a learning walk together to understand how the early years provision and curriculum are organised.
- A joint observation of an activity was carried out by the inspector and the childminder.
- Parents shared their views with the inspector in discussion, and the inspector took these into account.
- Children were spoken to by the inspector, and their views were listened to.
- A leadership meeting was held with the childminder. This included a review of relevant documentation.

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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