

Childminder report

Inspection date:

21 September 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 receive a warm welcome as they arrive. The childminder works with a co-minder and an assistant who all take a genuine interest in the children and their families. They take the time to speak to parents as they drop their children off and give children the time they need to settle into the day. The childminder operates from a cabin in her garden that she thoughtfully organises with a range of exciting resources and activities that reflect the children's interests. For example, she makes sure resources are available that new children are familiar with, to help them to settle in and feel relaxed.

Children have access to the childminder's garden, where they excitedly take part in running races together. Children show enjoyment as they play cooperatively together. The childminder makes sure that every child has access to the whole provision. The childminder makes adaptations to the environment to ensure children with special educational needs and/or disabilities (SEND) have the same opportunities as their peers. As a result, children with SEND flourish.

The childminder's dog is very much a part of the provision. Children show delight when she comes outside with them. They enjoy stroking her and talking to her. The childminder reminds children to be gentle when stroking her. The childminder and her colleagues consistently remind children about the behaviour expectations. Children are reminded to take care around younger children, or children who are less mobile. Children show the utmost respect and consideration for each other.

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

- The childminder is dedicated and passionate about providing equal opportunities for all children. She adapts the provision, and how the curriculum is delivered, to meet the needs of all children. The childminder discusses individual children's needs daily with her colleagues to ensure they are successfully delivering the care each child requires.
- The childminder provides regular support to her colleagues. She provides formal supervision where they discuss the specific needs of the children and any training they require. For example, the childminder and her colleagues have had training on how to support children who require specialist feeding. The childminder's colleagues feel extremely motivated and well supported.
- The childminder plans the curriculum remarkably well to ensure it meets all children's individual needs. She has realistic expectations for all children when planning activities to promote their development. For example, she encourages and challenges children to take part in games, such as kicking balls, to help support their physical skills and coordination. She uses this time and the same resources to support other children with physiotherapy exercises. Children show

enthusiasm as they try out different ways to move their bodies using the balls as they copy these exercises. As a result, all children are extremely engaged and involved.

- Parents are extremely happy with the care their children receive. They know who their child's key person is and they understand that the childminder and her colleagues are all involved in their children's care. Parents are updated regularly via the online platform the childminder uses. They feel able to discuss anything with the childminder or her colleagues and describe the provision as a 'home from home'.
- Children with SEND receive exceptional care. The childminder and her colleagues adapt the provision extremely well to ensure all children are included. They have attended specialist training to ensure they are able to meet all children's needs, including children with complex medical needs. The childminder ensures there are resources available, indoors and outdoors, to enable children to be included in all aspects of the day. As a result, children with SEND are thriving.
- The childminder provides children with a variety of rich experiences. For example, she introduces clay for children to manipulate and shows the children how to use their hands in different ways to mould the clay. She understands how challenging this is for some children, as well as providing more challenge for others. For example, she shows them how to push the clay flat or roll it into a sausage shape. She then skilfully adds instructions for children to follow, to enhance their learning further.
- The childminder works closely with other professionals who may be involved in children's care and takes account of the advice and guidance they offer. The childminder ensures children receive the funding they are entitled to in order to best support their progress.
- Children are encouraged to be as independent as they can. They wipe their own faces and hands after painting and take pride in their efforts. Children freely access the toilet area and wash their hands ready for mealtimes. They independently open their own lunch boxes and communicate with each other confidently. For example, they remind each other of the rules, such as eating their sandwiches first. Children behave extremely well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to report any safeguarding concerns to the local safeguarding partners. She updates her knowledge regularly and knows the signs that may indicate a child is being abused. The childminder talks to her colleagues regularly about safeguarding to ensure they understand their responsibilities. The childminder has robust risk assessments in place to ensure the premises are safe and suitable for all children. She has secure procedures in place for collecting children from the local school and these are shared and agreed with parents. The childminder understands the importance of having risk assessments to support herself and colleagues with lifting children.

Setting details

Unique reference number	EY416680
Local authority	Kent
Inspection number	10310337
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	0 to 10
Total number of places	9
Number of children on roll	31
Date of previous inspection	16 January 2020

Information about this early years setting

The childminder registered in 2010. She lives in Maidstone, Kent. The childminder has a relevant childcare qualification at level 3. The childminder works with an assistant and a co-childminder. Childcare is offered from 7am to 6pm, five days a week, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents 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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