

# Childminder report

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Inspection date: 18 October 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish under the expertise of this kind and nurturing childminder. They remain enthralled and engrossed while making their own pumpkin soup, following a recent trip to the shops, which had sparked their interest. The childminder uses her expertise and knowledge of young children's development to match activities precisely to their interests and needs. Children excitedly mix different ingredients together, remaining deeply engaged. The childminder skilfully extends children's language skills, explaining how the different ingredients bubbling together are like an 'explosion' and inviting children to share their ideas to make it happen. The childminder promotes children's happiness and emotional well-being extremely well. She frequently praises children's specific attempts and encourages them to persevere when learning how to ride a scooter for the first time. She is an excellent role model. Children listen intently to what she says. When they try themselves and succeed, she proudly joins in celebrating their achievements and 'high fiving' them. This develops children's self-esteem and confidence very effectively.

Children benefit from a very well-planned rich curriculum that is tailored to their own individual needs and interests. Babies delight in independently exploring jigsaw puzzles that the childminder has made with their family photos on. They identify familiar members of their family, pointing and babbling happily. The childminder uses her expert knowledge of speech and language to extend their language skills. Older children spend a long time choosing favourite books, which are matched precisely to their age and stage of development, having recently been to the library to scan their own books to take home. This supports children's knowledge and understanding of the world around them and promotes a love of reading. Children behave excellently. They immediately respond to the childminder's instructions. Babies go and bring shoes for older children to help them get ready to go outside, and older children wait patiently for them to ensure that they are included. Children settle exceptionally well. Older children immediately go to help the childminder when it is lunchtime, getting their lunches themselves and putting themselves to sleep for a nap afterwards. This promotes children's independence skills very well.

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

- Children benefit from an incredibly wide extensive range of opportunities. The childminder takes them to the local library, where children delight in choosing their own books to take away and share. They eagerly talk about their next visit. She takes them on weekly visits to the sensory room at the local children's centre to support their individual special educational needs and/or disabilities and to local playgroups to develop their personal and social skills. Children benefit from the excellent partnerships that the childminder has with the local

school. Children cannot wait to join in with the daily fun run sessions every morning. This successfully promotes children's positive attitudes to learning and a seamless transition to school.

- The childminder is an excellent role model. She offers children a very wide range of choices about what they want to do and when they would like to do things. For example, children are asked when they want to go outside, eat their lunch and when they would like to have their naps. The childminder listens and responds immediately to their requests for more 'sparkles' when exploring their pumpkin creations outside. This highly effective support develops children's confidence very well.
- Children benefit from the childminder's excellent knowledge and skills. She identifies swiftly what support children need. She utilises her excellent partnerships to ensure that children and families receive effective targeted support. For example, she liaises with external agencies immediately to put in place strategies to support children with special educational needs and/or disabilities. She goes above and beyond to ensure that families receive highly effective support. Children rapidly develop their speech and language skills. Babies are very well supported to use sign language to help them communicate. All children make significant progress.
- Parents speak incredibly highly of the childminder. She provides them with a very wide range of information to help support their children at home. For example, the childminder provides tailored individual home learning resources to support specific gaps in children's learning. Children are incredibly eager to take home the 'autumn' bags that she has prepared for them. This highly effective support ensures that parents know how to help their children at home.
- The childminder is highly reflective of her practice and provision. She successfully promotes children's learning across all seven areas of the curriculum. Children benefit from intriguing, exciting activities that are set up to promote their problem solving and counting skills. Children sustain very high levels of concentration when exploring wooden puzzles and buttons, intently focused on matching them together. This supports their critical thinking skills very effectively.
- Children's understanding of differences and similarities is widely promoted. The childminder knows her children and their families very well. For example, the childminder discusses with children how different families are made up, sharing age-appropriate books with them. This supports children's understanding of diversity and respect for other cultures very effectively.
- The childminder puts children at the very heart of what she does. She is passionate and committed to supporting and including all children and their talents. She provides a very high-quality environment for children to play and explore. For example, she provides an extensive range of creative opportunities for children to engage in. Children of all ages delighted in making their own sun catchers after discussing how the sun moves around and reflects. Children of all ages delight in adding more to their models, supporting their imagination and physical skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has an excellent safeguarding knowledge. She knows exactly who to refer to if she has concerns about children or their development. She has a very good awareness of current safeguarding issues and what she would do if an allegation was made against herself or a member of her family. She has robust, secure processes and procedures in place for keeping children safe, including daily risk assessments of her home and fire evacuation procedures. She encourages children to manage their own risks. For example, older children wait patiently as the childminder gets younger children in the car for the daily school run. She has secure sleep practices in place for babies.

## Setting details

<b>Unique reference number</b>	2634379
<b>Local authority</b>	Kent
<b>Inspection number</b>	10295662
<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>	0 to 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021. She lives in River, near Dover. She operates all year round, from 8.30am to 5pm, Monday to Thursday. She has qualified teacher status.

## Information about this inspection

### Inspector

Victoria Salisbury

## 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 she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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