

Childminder report

Inspection date: 19 April 2024

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
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| Behaviour and attitudes | Outstanding |
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| Personal development | Outstanding |
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| Leadership and management | Outstanding |
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| Overall effectiveness at previous inspection | Outstanding |
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What is it like to attend this early years setting?

The provision is outstanding

The childminder provides an incredibly engaging environment where children thrive. She offers children opportunities to build on prior experiences of the world. For example, the children use the toy power tools to pretend to cut the foam bricks, just like the builders working in the garden. The assistants are highly skilled in incorporating mathematical language into children's play, such as exploring size and using positional language as the children build their intricate walls. The children feel very safe and secure as they investigate and develop the skills needed for their future learning.

The children are extremely kind to their friends. They help one another and are polite and empathetic to each other's feelings and emotions. The childminder has highly effective and consistent behaviour management strategies in place. As a result, children learn how they can contribute to the well-being of others. For instance, they willingly share resources and take turns with friends as they use the syringe extruder to make wiggly worms with the play dough.

The childminder uses her precise knowledge of each child to expertly plan for their individual next steps. For instance, the children place the transparent cards with facial expressions up at their faces. The childminder makes highly effective use of questioning as the children think about whether the face is angry or sad. The childminder encourages the children to look in the mirror and copy the expressions. There is lots of laughter as the children manipulate their facial features to reflect the pictures.

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

- The exceptionally dedicated childminder is passionate about her role. She continually reflects on her practice and that of her assistants to ensure that the service they provide is of the highest quality. For instance, the childminder and her assistants complete targeted and relevant training to keep their already outstanding knowledge and skills up to date. The childminder extends this commitment to professional development to encompass others. For example, she offers support to other early years practitioners to help them in developing their knowledge and skills.
- The childminder and her assistants have established extraordinary bonds with the children. For instance, they are always on hand if a child needs support or a reassuring cuddle. The childminder understands the individual needs of the children tremendously well. She plans ambitious and focused daily routines that challenge and motivate children to learn. For example, the childminder uses prior knowledge of the children to plan activities that focus on events. For instance, the children talk about a visit to the dentist as they use toothpaste and

a very large brush to clean the play teeth. The children are very keen to engage in role-play activities and learn about self-care skills.

- The childminder plans a rich, sequenced curriculum that provides every child with the skills they need to succeed. She works closely with her assistants to put in place targeted support to help any children who may require more assistance. The childminder offers more challenging activities for those children who are progressing quickly. All children, including those with special educational needs and/or disabilities, receive the support they need to make the best progress possible.
- Children develop excellent communication and language skills. The childminder's extraordinary teaching and love of literacy build children's vocabulary and listening abilities. She goes to extraordinary lengths to engage children and bring their learning to life. For instance, the childminder takes the children to visit the wolves in the wildlife park as part of their focus on 'The Three Little Pigs' story. The childminder is adept at bringing stories to life as the children learn about the characters in the natural world.
- The childminder celebrates the uniqueness of the children and their families. For instance, children enjoy their parents coming into the setting to talk about and show how they celebrate events in their culture. The childminder inspires children to learn about what makes them special and how their lives and interests are the same or different to others.
- Physical development is a high priority to the childminder. She provides children with an extensive range of experiences that support them in learning about movement and how to lead a healthy lifestyle. The childminder encourages children to take managed risks in their play. For instance, the children gain a sense of achievement as they balance and climb at the forest school. The childminder ensures that children have opportunities to learn about their senses through exploration and interaction with natural environments.
- The childminder has established excellent partnerships with parents. She offers her advice and support in ways that help parents feel encouraged, supported and confident. The childminder is fully aware of the importance of engaging parents to support children and provides opportunities for parents to meet as part of her commitment to building a supporting community setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

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| Unique reference number | EY427326 |
| Local authority | Kent |
| Inspection number | 10335489 |
| 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 12 |
| Total number of places | 12 |
| Number of children on roll | 29 |
| Date of previous inspection | 18 June 2018 |

Information about this early years setting

The childminder registered in 2011. She lives in West Malling, Kent. The childminder operates Monday to Friday from 7.30am to 6pm, for most of the year. She is registered to work with assistants. Two assistants hold an appropriate early years qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sara Garrity

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 childminder.
- During the learning walk, the childminder explained to the inspector how she organises her early years provision, including the aims and rationale for her curriculum.
- A joint observation was conducted with the childminder during a tabletop activity.
- The inspector spoke to parents and read the childminder's feedback questionnaire forms to obtain parents' views on the service they receive.
- At appropriate times during the inspection, the inspector spoke to the assistants and children.

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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