

Childminder report

Inspection date: 9 July 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from a highly challenging and well-sequenced curriculum. The childminder has in-depth knowledge of the children and their families. This enables her to meticulously plan to meet children's unique needs. The childminder is highly effective in planning a routine that reflects the needs of all the children and that very precisely reflects their individual needs. She promotes the emotional well-being of all children exceptionally well.

Children form a wonderfully secure and trusting relationship with the childminder. With her superb role modelling and guidance, they show impeccable behaviour. Older children show a deep understanding of the needs of their younger friends and are extremely sensitive in their interactions. The childminder expertly encourages older children to involve younger children in play and promotes a culture of respect and kindness. For instance, older children help younger ones who are nervous about crawling through a play tunnel. They demonstrate what to do and also use lots of encouragement and praise as the younger children achieve their goal.

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

- The childminder is fully committed to continually enhancing the quality of her provision. She actively seeks knowledge that enhances children's experience in her home. She very skilfully uses this knowledge when planning and implementing a broad range of activities that stimulate, challenge and fully engage children in her care.
- The childminder provides an exceptionally well-organised programme of activities. She thoughtfully arranges her home to enable children to independently explore and choose toys and resources. The childminder also regularly encourages the children to ask for the toys and materials they want to play with. Children are very confident to choose activities, with her support. This arrangement is highly successful in enhancing children's organisational and communication skills. Children are always eager to share their learning with the childminder. They confidently use rich language, such as 'icebergs' and 'big shark'. All children make outstanding progress.
- The childminder has high expectations of children's behaviour. She is very successful in helping them to develop the skills they need to resolve conflicts. For instance, while exploring water play, children display very mature levels of patience and impressive turn-taking skills as they share jugs of different sizes. Children develop excellent social skills, preparing them well for their future lives as friends, colleagues and neighbours. The childminder also uses every opportunity to ensure that children understand why certain rules are in place to keep them safe, such as not climbing on the chairs during snack time.

- Children benefit from the strong focus placed on supporting their mathematical understanding. The childminder recognises opportunities that arise to introduce mathematical ideas into real-life experiences. For example, during snack time, children eagerly engage in a discussion about the number of breadsticks they each have and begin simple addition as they introduce more. These simple but highly effective interactions are commonplace throughout the day and give context to reinforce children's learning. The childminder instinctively builds on children's interest to extend their learning further. For example, she encourages shape recognition as children create triangles and squares with their breadsticks.
- The arrangements to promote children's physical development are well considered and effective. The childminder has a comprehensive understanding of the individual abilities and needs of each child and promotes these extremely well. In addition to the many opportunities to enjoy physical play, children actively use their rapidly developing strength and hand-eye coordination. For example, they confidently and competently use the whisk to mix the cornflour and water in the water tray.
- The childminder makes superb use of children's high levels of curiosity and fascination for learning language to engage them in many interesting conversations. These significantly extend their understanding of the world. For instance, while reading about seaweed, children talk about how their parents cut the weeds in the garden. The childminder fully exploits the opportunity to teach children that weeds grow in gardens while seaweed grows in water. This leads to a charming discussion about other plants, such as lettuce, with children making links in their learning as they proudly state that tortoises eat lettuce.
- Partnerships with parents are exceptional. For example, the childminder liaises with them to extend targets set by professionals and to shape children's experiences. These positive relationships significantly enhance children's experiences and promote highly coordinated and consistent approaches that are fully responsive to the unique needs of every child.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	115214
Local authority	Kent
Inspection number	10350836
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 6
Total number of places	4
Number of children on roll	6
Date of previous inspection	3 September 2018

Information about this early years setting

The childminder registered in 2000. She lives in Yalding, Maidstone, Kent. The childminder offers flexible childcare from Monday to Friday, for most of the year, excluding bank holidays.

Information about this inspection

Inspector

Toyin Aina

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.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- 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 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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