

Childminder report

Inspection date: 21 January 2022

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 settle extremely well into a warm and very welcoming environment. All children make exceptional progress from their individual starting points. Children are becoming highly effective communicators. They learn new words daily. Children constantly speak and explain what they are doing, want to achieve and how they are going to get there. For example, children painting 'Sonic the Hedgehog' ask for a picture, explaining that it will help them copy the head and the spikes. They discussed the colour they need with each other and the childminder.

Children learn how to keep safe. The childminder uses favourite stories expertly, to discuss safety with the children. For example, while reading 'Goldilocks and the Three Bears', the childminder challenges children's thinking skills by asking them questions about how to keep safe.

The bonds between the children and the childminder are exceptional. The childminder's knowledge of each child helps the planning of challenging, interesting activities that engage the children, providing them with experiences that support their learning. Children's behaviour is extremely positive. They share toys, take turns, and respect each other's space. For example, they ensure they do not hurt each other while playing an active game.

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

- The childminder promotes diversity, inclusion and equality extremely well. Children learn about different celebrations, family backgrounds and the local community. They achieve this through visits to the local library and the Sikh temple. The childminder involves the parents in celebrating the different cultures. For example, she asks a parent for Spanish dishes recipes to share with the children.
- Children are extremely competent and able when dressing themselves before going outside to play. As a result, children develop their self-confidence and independence extremely well. The childminder has high expectations for the children. She has an ambitious curriculum, which supports children's learning across all areas of development. This supports them in readiness for the next stage of their learning.
- The childminder is highly skilled at asking questions to extend children's thinking skills. She gives them ample time to process and articulate their ideas, encouraging them to ask their own questions. The childminder consistently introduces new words into the conversation with the children, modelling and supporting correct pronunciation. For example, introducing the word 'habitat' while looking at a book about hedgehogs. She supports the children in the pronunciation of the word correctly, while they revisited past learning about

birds.

- Children are highly motivated and keen learners. The childminder provides the children with a rich and inspiring environment. Children engage in challenging and interesting activities for long periods of time. For example, children spend time trying to fit a chunk of ice into a small toy. They pick different ice sizes and discuss this until they find the right one, showing pride when they succeed.
- Partnerships with parents are exemplary. The childminder consistently shares information with the parents about their children's learning. She uses her close relationships with the parents to provide professional support when recognising delays in children's learning. The childminder responds swiftly to ensure children receive additional support as soon as possible. Parents are extremely complimentary about the care their children receive while in the childminder's care. They comment about the impressive progress their children are making since starting with the childminder.
- The childminder accesses an extremely wide range of training programmes to enhance her already excellent teaching skills. For example, following recent training, the childminder embeds mathematical language skilfully, throughout her teaching and the environment. This is evident in the way children use numbers confidently across their activities.
- Children are supported very well when taking risks. They understand and respect each other's personal space when playing. For example, children who are playing superheroes ensure they keep their distance, taking care not to hurt each other. When play gets too enthusiastic, the childminder intervenes, reminding the children about the rules.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge and understanding of how to keep children safe. She understands the importance of keeping her safeguarding knowledge up to date. The childminder has a comprehensive knowledge of the broader safeguarding issues. This includes protecting children from radicalisation and extreme views and behaviours. She understands her responsibilities to quickly respond and report any concerns about children's safety and well-being. The childminder uses her exceptional relationships with parents to support their understanding about the risks the internet can pose to their children. She constantly monitors older children's use of tablets and phones while in her care.

Setting details

Unique reference number	2515315
Local authority	Kent
Inspection number	10207886
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 14
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Gravesend, Kent. She operates her service from 7am to 6.30pm, Monday to Friday, all year round. The childminder receives funding for the provision of free early years education for children aged three and four years.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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