

Childminder report

Inspection date: 14 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely well settled in the childminder's inspiring home. They benefit from the childminder's high expectations and exceptional knowledge of them as individuals. The childminder seamlessly promotes their sense of belonging and emotional well-being. Children thoroughly enjoy spending time together and show that they feel happy and safe.

Children have fantastic opportunities to develop their excellent physical skills, knowledge and understanding of the world and the community around them. For instance, they thoroughly enjoy the weekly forest school sessions, trips to the beach and farm, as well as groups where they learn British sign language and other early communication skills.

Children have excellent independence and self-care skills. The childminder teaches children to learn tasks such as dressing, going to the toilet and washing and drying hands independently. They show pride when they tidy away the toys ready for their next activity and even love to use the dustpan and brush to sweep up any mess. The childminder uses opportunities such as meal times to teach children how to use cutlery safely. Children peel, cut and prepare their own snacks and clear the table accurately when they have finished.

Children's behaviour is excellent. They consistently use superb manners without prompting, follow instructions well and show high levels of self-control.

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

- The children's well-being and emotional development is at the heart of all the childminder does. She establishes exceptionally secure and trusting relationships with all children. She gets to know their individual personalities incredibly well. This includes their likes and dislikes. Children have an excellent sense of belonging and levels of well-being, self-worth and self-esteem.
- The curriculum is planned and sequenced effectively. The childminder regularly observes and tracks children's progress. She plans exciting activities based on children's interests, what they know and what they need to know next. Any gaps in learning are quickly identified. Children's learning is consolidated through the repetition of experiences. Children are well prepared for their next stages of learning, including moving on to school.
- Children are highly motivated and curious to learn. They excitedly explore the sensory activities on offer. They use their hands to mix flour and cocoa powder to make soil, and delight in transferring it using scoops between different containers, making 'flowerpots'. They persevere until they achieve what they want to and are extremely proud of their creations. Children are introduced to

new language, such as 'soil' and 'caterpillar', to support language development. However, the childminder, sometimes, misses opportunities to consistently challenge children's thinking skills and extend their learning further.

- Children have an excellent understanding of the importance of making healthy choices. The childminder provides a range of nutritious snacks and lunch. As children eat, they talk with the childminder about the importance of eating healthy food and brushing teeth and washing hands.
- The childminder provides children with lots of opportunities to develop their early literacy and mathematical skills. For example, children can access a range of resources, and they enjoy making marks in various ways. The childminder effectively teaches children how to count within activities and learn about concepts, such as size and numbers.
- The childminder works extremely well with parents, who comment that they are happy with the 'warm, caring' and 'fun' service that she provides. She builds highly positive relationships with parents and works hard to establish and maintain a two-way flow of information about children's home lives, care, well-being and learning. The childminder proactively works with other professionals, including those at other settings the children attend.
- The childminder reflects on her practice well. She has completed a range of courses to help ensure that she keeps up to date with training opportunities and initiatives. This has a good impact on the learning experiences she offers children.
- Children develop an exceptional understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore. They have an incredible understanding of the differences between themselves and others. Children learn to use British sign language to communicate effectively with all their peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. This includes knowing who to contact to seek advice and how to follow up any potential concerns. The childminder keeps her safeguarding knowledge up to date, through regular training. She completes thorough risk assessments to ensure her home is safe. This includes practices she has in place to minimise the risk of COVID-19, for example thorough cleaning and handwashing routines. Children learn how to manage risks and keep themselves safe. For instance, when using the garden slide, children know to wait until it is clear before having their turn.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on opportunities to challenge children's thinking skills and extend their learning even further.

Setting details

Unique reference number	2545610
Local authority	Kent
Inspection number	10221499
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Sittingbourne, Kent. The childminder cares for children from Monday to Friday from 7.30am to 5.30pm, all year round. The childminder holds a relevant early years qualification at level 3. She is in receipt of funding to provide free early education for children aged three and four.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the impact of the teaching and learning.

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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