

Childminder report

Inspection date:

26 July 2024

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 thrive and flourish in the care of this exceptional childminder. Teaching is of an exceptional standard and children display extremely high levels of concentration. Each day, children look at a visual timetable to see what they are going to be doing. They squeal with delight to see that they are visiting the allotment. The children talk about measuring the sunflowers that they have been growing. Using knowledge and experience they have gained through previous activities, they decide that they need to pack binoculars and rulers for the trip. The childminder provides exciting and enticing experiences, which make them curious about the natural world. Children are motivated and love to learn.

The childminder delivers an ambitious and well-designed curriculum. It is meticulously planned so that all children make exceptional progress. For example, as they roll a dice, they count in Spanish alongside English. The childminder has extremely high expectations for children to become independent, inquisitive learners. She expertly encourages them to ask questions and problem solve on their own. When the children cannot find a watering can, they work together to search and try things out. They decide that a saucepan makes a perfect alternative to water their seeds. The childminder skilfully supports children to develop their excellent critical thinking skills.

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

- The childminder uses excellent teaching to support children's language skills. She creates meaningful interactions to introduce a wide range of vocabulary. Even the youngest of children ask to get binoculars so that they can look at a blackbird in the garden. Children's communication is exceptional and they use language beyond expectations for their years. They can communicate about their interests from an early age.
- There are exceptional arrangements to promote mathematics. The childminder provides experiences that help the children to learn complex mathematical concepts beyond counting. They use words in their conversations, like 'predict' and 'estimate'. When opening packets of seeds, children guess if the seeds are going to be bigger or smaller. They compare them under a microscope. This early exposure to complex language means that children's mathematical development is excellent.
- The childminder places a great focus on providing healthy and nutritious food. Children describe melon as juicy and pomegranate as crunchy. They remember that apples are tangy and grown in the allotment on trees. The childminder expertly uses the experiences that she provides to teach children about the importance of healthy eating.
- The childminder superbly supports children to develop independence. They

access a self-serve station to set the table for lunch. Older children help younger children to recognise their name on the placemats that they have made. They tell each other about the letters in their name that they know. Once they have wiped the table, they put their cloth in the washing machine. These experiences help children to develop excellent life skills.

- The wonderful interactions between the childminder and children are full of respect. The childminder encourages the children to share their ideas and make choices. For example, she changes plans when children ask to go to the park. Children know that they are listened to. Their confidence and independence flourish as the childminder values everything that they say.
- The childminder is an exemplary role model. She demonstrates kind and friendly behaviour to people that they meet when out in the community. The children greet their friends with excitement. They say 'hello friend' in Spanish they learn with the childminder. Children are extremely confident and have excellent social skills.
- The childminder has high expectations for children's behaviour. When a child bumps into another child, they show great concern. The childminder reminds them to check if they are ok. She then expertly encourages them to explore how it made them feel. This creates an environment where children thrive in their emotional development. They recognise and talk about their feelings.
- The reflective childminder is extremely passionate and always striving to improve. She seeks feedback from families to make their already excellent experiences even better. For example, she created a library so that children can take their favourite books home. Parents say that they love involvement in their children's learning.

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	2674564
Local authority	Kent
Inspection number	10350618
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	2 to 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Rochester, Kent. She operates all year round, from 7.30am until 5pm Monday to Friday, except for bank holidays and family holidays. She offers free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Jennie Winchcombe

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years 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.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to 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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