

Childminder report

Inspection date: 21 August 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

A broad and highly focused curriculum enables even the youngest children to quickly develop the skills they need to learn. The childminder's extremely calm and nurturing disposition helps all children to settle swiftly and feel safe and comfortable in their surroundings. Children show that they have strong bonds with the childminder when they snuggle in for cuddles. They remain secure when unknown adults enter the setting. They watch and take note, but continue busily with their tasks. The childminder stringently adapts activities to suit each child's differing needs and encourage children to learn alongside each other to develop appreciation of their friends. For example, she prepares activities that allow children at different stages in their learning to take part together. They relish in unwrapping toy animals that have been wrapped up in foil to provide different sensory experiences. Some children prefer the feel and sound of the textures, while others develop their newfound skill of roaring like a lion.

There is a culture of belonging and acceptance. Children who are not yet verbal learn to communicate their needs through gestures and signs. The childminder is highly responsive and knows instantly what each child wants and needs, despite no verbal requests. She offers consistent and spontaneous opportunities for children to hear and experience language to expose them to a wide vocabulary and encourage the development of speech.

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

- The childminder is highly skilled, well qualified and organised in her approach. She is passionate and dedicated in enabling all children to reach their full potential. High-quality learning experiences spark children's interest, encourage them to become confident and curious learners and help them to achieve going forward in their lives.
- Children are well protected and kept safe due to the childminder's astute awareness of risk and her ability to instil positive attitudes and confidence into the children she cares for. She fully considers her own environment and the places she visits regularly to ensure children are not subjected to hazards.
- Extremely effective partnership working supports positive communication with parents and carers so that any issues can be resolved quickly. Parents express how happy they are with the exceptional support and care offered to their children. They confirm that their children have made very good progress since attending. They speak very highly of the regular communication that provides them with 'peace of mind'.
- Thorough observation of what children can do means that the childminder is able to quickly identify any emerging gaps in children's learning or development. This, alongside her effective communication with parents, means that any extra

support required is accessed swiftly to support ongoing learning. Targeted support for children identified as having a delay means that they make excellent progress.

- Exciting and meticulously planned activities sustain children's interest and perseverance. Children behave exceptionally well because they are absorbed in their learning. They show growing independence because the childminder organises activities to help them practise the skills they need to develop further. For example, young children practise scooping the sand using tools. This focused activity helps to develop the skills needed to hold a spoon and begin to feed themselves.
- The childminder ensures children are able to move around freely, accessing a wide range of interesting resources that fully support their learning. This assists children in feeling confident, safe and secure.
- The childminder understands the importance of routine for young children to help them anticipate what comes next. Children consistently demonstrate that they are aware of the routines in place to support their general care and learning. They know when it is time to get ready for meals or sleep times and follow simple instructions very well. The environment is highly conducive to children's care and learning.
- There is a strong focus on communication and language. Storytelling and singing form an important part of the childminder's curriculum. Children initiate the singing of rhymes and songs and choose familiar books, which the childminder reads enthusiastically. They listen intently and demonstrate that they recognise pictures and stories by pointing and making sounds.
- The childminder continually reflects on her provision and accesses available training to ensure her knowledge and skills are constantly updated. This ensures she is aware of how to deliver high-quality provision that benefits all children in her care.

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	2757052
Local authority	Kent
Inspection number	10349635
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Sevenoaks, Kent. She operates all year round from Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Cheryl Walker

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the provision through written questionnaires.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder showed the inspector the premises and demonstrated how she ensures that they are safe and suitable.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024