

Childminder report

Inspection date: 17 April 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children positively thrive in the care of the dedicated and loving childminder. She knows the children and their families thoroughly and is able to provide a highly targeted curriculum that supports all children's learning and potential. Children's well-being, growth and development are supported exceptionally well by the childminder.

The childminder creates an inclusive and accepting home environment where all children feel confident to speak and express themselves. Parents and children feel welcome, safe and special. The childminder develops strong bonds with the children, which successfully improves and nurtures their confidence and self-esteem.

Children's behaviour and their communication and language skills are excellent. The childminder models perfect politeness, kindness and friendship, which is wholly reflected in the way children play and respond to one another. She uses every opportunity to develop children's speaking and listening skills, including the very youngest, while they play.

Children demonstrate strong motivation and curiosity. They seek extra information when they ask the childminder questions to support their learning. The childminder expertly steps in when she sees that children can learn more and helps them consolidate what they have already learned. The childminder is knowledgeable and a natural teacher. Children benefit from her gentle and sensitive approach to their personal needs, learning and unique personalities.

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

- The childminder's exceptionally well-sequenced curriculum supports the individual needs and learning styles of children well. For instance, she carefully adapts her planning so that all children, including the youngest, are fully engaged in activities that are suited to their own level of understanding. This helps children build on their skills and knowledge. She ensures that all activities and her interactions with children are ambitious, while remaining mindful of how and what she wants children to learn. She provides an appropriately stimulating environment, which is conducive to children's learning and development.
- The childminder makes fantastic use of stories, rhymes and singing to support children's growing vocabulary and confidence to speak. She helps children listen effectively and wait their turn during conversations. She uses visual prompts to help young children express their own choices. She notices when children use new words when they speak, which she repeats, so they can hear and use the word in different contexts.

- Children develop excellent physical skills. They have space and the opportunity to develop their balance, coordination and spatial awareness. For instance, young children test their core strength as they run up and down the grass slope outside. The childminder uses resources to develop their physical skills further in fun and meaningful ways, such as kicking, throwing and catching a ball. Older children demonstrate precision and skill as they draw and use scissors.
- The childminder provides children with broad experiences to develop their understanding of modern Britain and the world. Children love to share stories and photos from home with each other. They join with other children to learn about festivals and holidays. The children develop a strong sense of themselves, their uniqueness and the contribution they can make within their community and beyond.
- Children's independence skills are excellent. The childminder considers what children need to be successful in their learning now and for the future. Children consistently make choices, help with their personal care and develop healthy hygiene routines from babyhood to the time they leave for school. Children are confident and competent when they set the table, prepare their own snacks and put on their shoes and coats. They anticipate the routine and share tasks, such as tidying up, happily and purposefully.
- The childminder continues to update and expand her skills and knowledge. She works with other childminders and professionals to pinpoint precisely the training she needs to support children. She seeks additional information so that she can provide the highest care and education for all children, including those with special educational needs and/or disabilities. Using the views of parents, she reflects on her provision to continually improve and develop her own practice.

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	EY266456
Local authority	Kent
Inspection number	10335511
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	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Pembury, Kent. She operates for most of the year, from 7.30am to 5.30pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Alison Martin

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 spoke to the inspector about the children's learning and development and how she organises her early years provision.
- Children and parents spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder provided the inspector with key documentation.

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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