

Childminder report

Inspection date:

5 April 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy spending time in a calm, respectful and well-planned environment. They receive extremely effective support to settle and are very confident and comfortable in the childminder's care. Children's behaviour is excellent. They play very well together. For example, they work closely on chosen tasks and cooperate with ease to move large toys around the garden. They enthusiastically invite younger children to join in with their play. Children have excellent attitudes towards learning. The childminder and her assistant offer positive support and gently structured guidance where needed. They give children space to persevere and gain even more confidence in their achievements.

Children gain huge benefits from the adapted curriculum, due to the COVID-19 pandemic. For example, the childminder has chosen to extend her already extensive outside provision even further. Children are continually highly engaged in their play and learning. For example, they explore a vast range of resources in the outside mud kitchen. They eagerly make 'chocolate soup', discuss their recipe in detail and recall items they have included, such as fresh mint they picked from the herb patch. The childminder and her assistant have limitless expectations for what children can achieve. They carefully nurture children's individual talents and skills with exceptional outcomes.

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

- The childminder has given huge consideration to the impact that the COVID-19 pandemic has had on children. She meticulously planned how to build children's skills in key areas when they returned to her setting. For example, she slowly supported the children to have safe contact with the wider community to build their confidence and personal development. Parents comment that the childminder kept invaluable contact with them and offered excellent support and guidance for their children throughout. As a result, children have made rapid progress in areas, such as communication and language and personal, social and emotional development.
- Partnerships with parents are outstanding. The childminder and her assistant maintain constant, highly effective information sharing about children's individual well-being and development. For example, they tailor information about how to support children's learning at home. In addition, the childminder and her assistant work very well with other settings that children attend. Children receive fantastic continuity of care and learning.
- The childminder and her assistant have an extremely clear vision about how to support children's learning. They ensure that it is tailored around the individual needs and life experiences of children to enhance their development to the highest level. For instance, the childminder discusses children's 'invisible

backpack of skills' that she needs to fill, to help children to manage the next stages of their life at school. She gets to know children's starting points to assess how to best support them in her setting. As a result, children make excellent progress and are very well equipped for future learning.

- Children are extremely well respected and highly valued. The childminder and her assistant are exceptional role models. For example, the childminder gently interrupts children by saying 'excuse me' before she asks a question, as she places a high value on their play. Manners are highly praised and children's contributions are valued in all aspects of the setting. For example, children are highly engaged in discussions with adults and praised for their input and ideas, which are taken forward.
- The childminder is hugely committed to developing knowledge and skills to benefit the children in her setting. Both herself and her assistant attend an extremely wide range of training, to keep up to date with the latest information and research. For example, the childminder has ensured that she has a thorough understanding of how to create a broad curriculum to help children to excel in their learning and development.
- Children have a wide range of vocabulary, which they use well in their play. For example, the childminder's assistant skilfully supports children of different ages to play noughts and crosses. Older children talk about the horizontal and diagonal lines as they place their counters. Younger children extend their skills and learn about the shapes and patterns.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have excellent safeguarding knowledge. The childminder meticulously ensures that she has the most up-to-date information about reporting procedures. The childminder and her assistant know the signs that indicate a child may be at risk of harm. They have an excellent understanding of when urgent support is needed. This includes what to do if an allegation is made against themselves as well as wider safeguarding issues, such as county lines. The childminder has current knowledge of the local concerns in her area. She discusses these with her assistant to assess the potential impact on children in their care.

Setting details

Unique reference number	EY278256
Local authority	Medway
Inspection number	10137032
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 8
Total number of places	9
Number of children on roll	13
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 2003 and lives in Chatham, Kent. She offers flexible care on weekdays. She works with an assistant. The childminder receives funding to provide free early years education for children aged two, three and four years. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Sarah Taylor-Smith

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 discussed the childminder's curriculum and discussed the needs of the children.
- The inspector observed interactions between the childminder, assistant and the children.
- The inspector reviewed written feedback from parents.
- The childminder and inspector jointly observed an activity and discussed the impact of this on children's 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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