

Childminder report

Inspection date:

17 December 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

The skilled and dedicated childminder establishes excellent relationships with both the children and their families. Each child arrives feeling happy and eager to learn. The childminder is skilled at building the children's confidence and self-esteem with a can-do attitude to new learning. With plenty of praise and motivation, she helps children believe in their ability to tackle tasks on their own. For example, when playing with the 'cogs', children use trial and error to work out how they move. The childminder allows children to work things out independently, supporting them in building resilience to set backs.

The childminder has devised a well-sequenced curriculum, which is extremely well linked to children's interests and skills. She understands the importance of prioritising children's communication, language and personal, social and emotional development to support all future learning. The childminder supports children's mathematical development very successfully. For instance, children are learning the skills to recognise numbers and are keen to show what they know and can do. All children are well prepared for their eventual transition to school.

Children behave impeccably well, and they have the utmost respect for the childminder, their friends and the environment. The childminder reinforces the rules and boundaries with children when needed. For example, children need to tidy up the environment before getting more resources out. There is a culture of mutual respect, which is well embedded.

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

- The childminder has extensive knowledge and understanding of how children learn and process knowledge. She plans her curriculum to extend and build on what children already know and can do. Children show high engagement levels during activities with depth and elements of repetition. The childminder ensures that children remember past learning. She uses various approaches to ensure that learning is fun and engaging for children of all ages. Thus, children make exceptional progress from their starting points across all seven areas of learning.
- The childminder prioritises children becoming confident communicators. Storytelling, conversations and rich-language experiences are integral to her approach. Children learn new words and their meanings and are keen to use these words in their play. For example, children made various colour marks on paper and directed the childminder to spin it around like a 'kaleidoscope'. Children are keen to speak and share their knowledge because they have the full attention of the childminder who wants them to succeed.
- Children have excellent opportunities to learn about their community. For example, they visit parks, woodlands and the library daily. They develop strong

social skills as they interact with a range of adults and children. The childminder helps children to learn about diversity and celebrates children's cultures and beliefs. For example, she collates comprehensive information from parents when children first start to enable her to provide an inclusive environment for all. Furthermore, she has a range of resources that represent everyday people. The childminder is passionate about children being able to see these in their play and be comfortable to ask questions.

- Partnerships with parents are a key strength. The childminder is dedicated to working with parents to fully understand children's individual needs. Parents are warmly welcomed into the childminder's home daily to speak about their children, what they have been learning and what they are working on next. This supports parents in continuing learning at home.
- The childminder supports children with special educational needs and/or disabilities exceptionally well. She understands child development and the importance of the progress check at age two to ensure that children are meeting their milestones. Furthermore, she liaises well with other settings that children attend to ensure that concerns are addressed swiftly, and referrals and interventions are put into place. All children are making excellent progress from their starting points.
- Children love to be physically active. Daily, the children are out in the community exploring the woods and parks or using the childminder's well-equipped garden. The childminder understands the importance of children developing their fine motor skills in preparation for writing. For example, younger children manipulate small objects and use movements to strengthen their muscles, whereas older children mark make with confidence using their pencils with the correct grip. Furthermore, the childminder teaches children lifelong skills, such as how to make healthy choices and the importance of oral hygiene.

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	EY295732
Local authority	Kent
Inspection number	10372252
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	11
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in West Malling, Kent. She offers care from 7.30am to 5pm, all year round, except bank holidays and family holidays. The childminder has a level 3 qualification.

Information about this inspection

Inspector
Kelly Southern

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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 curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- 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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