

Childminder report

Inspection date:

7 June 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 demonstrate that they feel extremely happy in the childminder's home. For example, on arrival, children quickly separate from their parents as they receive a very warm welcome from the childminder. They remove their shoes and independently self-register before quickly engaging in their learning and play with their friends. Children thrive in the safe and secure environment provided.

Children make excellent progress across the seven areas of learning. The childminder has high expectations for all children, including those with special educational needs and/or disabilities (SEND). For instance, she works exceptionally well with outside agencies to deliver highly targeted interventions. This ensures that all children have equal access to the curriculum.

Children behave exceptionally well in the calm and relaxing environment. For instance, during free play, children work in collaboration with each other as they share and take turns to steer the 'pirate ship' across the sea. Older children are extremely good role models to younger children as they remind their friends about taking turns. Children have a clear understanding of behaviour rules and why these are in place.

Children benefit hugely from the range of opportunities that are offered to them by the experienced and passionate childminder. For instance, the childminder works in collaboration with other professionals, such as children's centre staff and other childminders, to form their own music-and-movement club. Children make friends and build relationships as they explore new environments together. They develop a fantastic understanding of how to keep themselves fit and healthy.

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

- The childminder knows the children in her care exceptionally well. She plans a curriculum that is highly effective and meets the varying needs of the children in her care, including those with SEND. For example, children learn about the dentist and oral health. The childminder skilfully introduces new vocabulary to older children while also supporting younger children to develop and practise speech sounds. Children make excellent progress. which ensures that they are more than ready for their next stage of learning.
- Children have fantastic opportunities to be physically active every day at the setting and on regular trips. For instance, they enjoy daily visits to local woods and parks where they learn about the natural world around them. They climb tress and manage risks as they develop their physical skills. Children plant and care for a range of fruits and vegetables in the childminder's large garden. They develop an excellent understanding of healthy lifestyles that impacts positively

on their physical and emotional well-being.

- Parents feel exceptionally valued and involved in their children's learning. For example, the childminder works in collaboration with parents to support home learning. She regularly shares detailed information about children's next steps. Parents share positive feedback about the childminder's proactive approach to sharing information with them. This ensures that children make excellent progress in their development and are more than ready to face transitions, especially to school.
- Children form very positive relationships with each other and the childminder. They are capable individuals who manage their behaviour exceptionally well. For instance, at mealtimes, children instinctively help the childminder to tidy away resources before collecting chairs and helping to set the table. There is a highly embedded culture of mutual respect that impacts very positively on children's behaviour and attitudes to learning.
- Children are extremely well supported to develop independence in their self-care. For example, during an activity, they explore different-coloured fruits that represent flags such as the Union Jack. Children confidently tell the childminder that grapes and blueberries need to be cut in half to make them safe for them to eat. They develop an excellent understanding of how to keep themselves safe from risks as they play and learn together cooperatively.
- The childminder has built highly effective relationships with other settings that children attend. For instance, she works very closely with local pre-schools, where she works in partnership with other professionals to share information about individual children. This ensures that there is a consistent approach in working together that impacts positively on children's development across the early years foundation stage.
- The childminder shows outstanding dedication to improving the outcomes for all children. For example, she continually pursues excellence in the service that she provides to her families. The childminder regularly takes part in highly professional research, training and development. Her practice is worthy of being shared with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children in her care safe from harm and how to recognise different signs of abuse. She can confidently talk about a wide range of safeguarding issues. This includes wider safeguarding concerns, such as affluent neglect and county lines. The childminder ensures that she regularly completes safeguarding training to keep her knowledge up to date. She has a very good understanding of reporting systems in the local area and knows how and when to make a referral in a timely manner to seek support for families or reduce the risk of further harm.

Setting details

Unique reference number	EY451165
Local authority	Kent
Inspection number	10228714
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	3 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Ditton, Aylesford, Kent. She operates for most of the year from 7am to 7pm, Monday to Thursday.

Information about this inspection

Inspector

Nicky Webb

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.

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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