

Childminder report

Inspection date: 12 October 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely relaxed and carefree while in the care of the incredibly attentive childminder. They show an impressively strong sense of well-being and confidence. For example, children seek out the childminder regularly, encouraging her to join in with their play. This is a true reflection of how comfortable the children feel around her, due to the attentive attachments they have formed.

Children consistently display impeccable behaviour. They demonstrate extremely high levels of respect as they play harmoniously together. Children are excited and enthusiastic to share their ideas and resources. For example, they use their imagination as they pretend to be dinosaurs while playing hide and seek. All children demonstrate exceptional attitudes towards their learning as they independently immerse themselves into play. For example, they become engrossed in learning about the different shapes and sizes of the objects they find in the sand. The childminder uses her detailed knowledge to extend children's learning by challenging them to find similar shaped objects around the garden. Therefore, the childminder knows the children extremely well, embracing their uniqueness and specific interests in order to excite their learning.

Children thoroughly enjoy being involved in decision making throughout the day. They actively use their imagination to create new and exciting activities. For example, they enjoy creating a doctor's surgery as they learn about different medical symptoms. The childminder is highly supportive of this. She regularly questions and persistently challenges children in order to enhance their learning. Children relish in role play. For example, they show extremely high levels of concentration and enjoyment as they use plasters, bandages and thermometers. Children are highly motivated to learn about this occupation and are exposed to new vocabulary, such as 'prescriptions' and 'chemist'. The childminder actively broadens children's knowledge, allowing them to make exceptional progress in their development.

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

- The childminder is inspiring. She is truly committed and dedicated to the high-quality care she provides for children. During the COVID-19 pandemic, she willingly provided children and their families with recorded stories and activities to ensure that the continuation of learning was supported at home. Children thoroughly enjoyed listening to these, giving them some familiarity during uncertain times.
- The childminder knows the children extremely well. She empowers their individual characteristics and adapts her teaching accordingly to build on children's learning. For example, she is highly responsive and attentive to the

youngest children, as she actively extends language through the use of singing nursery rhymes. With older children, she consistently challenges them by using effective questioning techniques and extending their interests in different ways. This encourages children to think critically and find new solutions, which enhances their problem-solving skills.

- The childminder is especially passionate about developing children's self-esteem and confidence. She actively supports them in developing positive friendships and communicating their needs to others. As a result of this, children display exceptionally high levels of pleasure as they enthusiastically share ideas with their friends. Children are learning the skills to resolve conflicts independently. This gives them the confidence and social skills they need to progress through their education.
- The childminder fully understands the importance of communication and language. She provides a language-rich environment, where children are exposed to a breadth of vocabulary. The childminder expertly uses conversations, songs and stories to introduce new language to children. For example, she reads books animatedly, changing her tone of voice and facial expressions to fully capture children's attention. She consciously takes time to ask children what might happen next. As a result of this, children become immersed in listening and recalling information from their favourite books. Therefore, children are developing a love for reading.
- The childminder provides a variety of stimulating opportunities for children to be physically active. She acts as a great role model, as she encourages children to explore different ways of moving within their indoor and outdoor environment. For example, children show high levels of enjoyment as they jump, bend and stretch while singing along to different songs. Younger children are encouraged to explore their surroundings independently. The childminder provides babies with stimulating resources on the floor to support their core strength and hand-eye coordination. These opportunities help children to develop their core strength and balance.
- The childminder provides a fully inclusive setting that enables any child, including children with special educational needs and/or disabilities, to flourish. All children make excellent progress in their learning and are extremely well supported. If the childminder identifies any signs of developmental delay, she works closely with the children's parents. The childminder is also aware of the external agencies to contact if she requires additional support.
- Partnerships with parents are exceptional. Many parents have returned to the childminder after having more children. They comment on the exceptionally close bond she has with the children and her attentive nature. The childminder ensures she provides parents with time to discuss what their child has been learning each day. Parents are also amazed with the progress their children make, especially with their communication and language.
- The childminder is highly skilled and experienced. She is devoted to her role and to providing better opportunities for children. She is adaptable and reflective, as she works strongly alongside her co-childminder. For example, recent training has improved her knowledge on helping children with attachment and separation difficulties. This reinforces the emphasis she places on children's well-being. She

clearly recognises the impact this can have on children's learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of the potential safeguarding risks to children. She confidently identifies the possible signs and symptoms of abuse and ensures her knowledge is kept up to date with regular training. The childminder feels that she knows all children extremely well, and she is confident in being able to identify any sudden changes in their behaviour. She fully understands her duty to protect children from harm and has effective procedures in place if she is concerned about a child. She checks the environment regularly to ensure the space is secure and resources are suitable for children to use. Children are well supervised while in the childminder's care.

Setting details

Unique reference number	EY460222
Local authority	Kent
Inspection number	10228794
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	1 to 3
Total number of places	8
Number of children on roll	11
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2013 and is located in Ashford, Kent. She offers care Monday to Thursday, from 8am to 5pm, throughout the year. The childminder works alongside another childminder. She receives funding to provide free early education for children aged three- and four-years old.

Information about this inspection

Inspector

Jasmine Nelson

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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