



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	24/5/2024	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Outstanding	N/A	
Quality of Education	Outstanding	N/A	
Behaviour and Attitudes	Outstanding	N/A	
Personal Development	Outstanding	N/A	
Leadership and Management	Outstanding	N/A	

What is it like to attend this Early Years Setting?

The childminder plans her environment exceptionally well to meet the needs of children in her care. The environment is specifically designed to encourage independence in learning and play. In addition, the childminder ensures that children's views are heard within everything that she does. Children are at the centre of her curriculum and their voices are extremely important to her. For example, throughout the session, children are given choices. The childminder is very patient and warm and affords them lots of time to think and respond to her. They choose from array of activities that are very well planned around their developmental next steps and current interests. Children are highly engaged in their learning and play and clearly demonstrate that they feel happy and secure as they play in harmony together.

All children, including those with special educational needs and/or disabilities (SEND) make excellent progress from their starting points and settle quickly into the naturing environment at her home. For instance, the childminder has embedded a rigorous settling in process. This ensures that children build secure attachments with her and her assistant and means that they are confident and comfortable to leave their parents when the time comes. She also completes thorough baseline assessments with her parents to ensure she knows each child's individual needs and is able to plan effectively. This has a very positive impact on children's personal, social and emotional development.

What does the Early Years Setting do well, and what does it need to improve on?

Children's progress is outstanding across all areas of learning and development. The childminders curriculum is extremely well sequenced and delivered to ensure that children's knowledge is continuously built over time and embedded securely. For example, children are highly engaged as they explore an activity that supports their language and communication skills exceptionally well. They are curious and excited as they take it in



turns to choose items from the 'red bag'. Very young children are developing exception literacy skills as they confidently name items phonetically. The childminder revisits previous teaching consistently throughout the activity to ensure that learning is embedded securely before she moves on. This means that children are more than ready for their next stage of learning.

Children demonstrate consistently positive attitudes in their learning and play and have a clear understanding of the high expectations the childminder has for their behaviour. For instance, children routinely share and take turns with resources without incident in the calm atmosphere that has been created at the childminders home. The childminder is gentle in her approach as she explains about asking permission before we cuddle our friends. Children respond positively to her warm interactions as she affectionally cuddles them and they enjoy a cuddle with their friends. These relationships reflective a positive and respectful culture that impact positively on the outcomes of all children.

The childminder is highly effective at providing children with a rich set of experiences that promote an understanding of and respect for people, families and communities beyond their own. For example, the childminder has embedded her ethos of 'little and local'. Children thoroughly enjoy a range of different experiences as they explore in the local community. They learn about recycling and reusing as they regularly visit charity shops to buy resources. They learn how to pay for items when they visit the bakery and how to keep themselves safe as they learn about road safety. This has a positive impact on the development of children's characters.

Parent partnerships are a real strength of the childminder. She works very closely with them and values their feedback. For instance, she consistently involves parents in choosing the 'learning topic' for the term. She regularly surveys their views and immediately implements changes, such as to her menus. Parents share extremely positive feedback such as how the childminder 'goes above and beyond' for the children. They are very happy with the level of communication they receive about their children's progress and the care and education that she provides.

Safeguarding

- Safeguarding is effective
- There is an open and positive culture around safeguarding that puts children's interests first.

Inspection Activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.



Name of Childminder	Rhianne Tompsett
Registration Number	SCA170179
Type of Provision (CM at home/50% non-domestic premises)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both registers
Local Authority	Kent
Childminder Agency Inspector	Nicola Webb
Date of previous Inspection	N/A
Number of children on roll	5

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