

Childminder report

Inspection date: 28 January 2020

Overall effectiveness	Outstanding
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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 make excellent progress in relation to their starting points. They show consistently high levels of excitement and fully engage in all activities. For example, when the childminder shows them a new card matching game, children eagerly wait for her to explain what they need to do. They carefully examine the picture and the words on the card they are holding and look around on the table for the matching card to create a pair. Children wait patiently for their friends to take their turn. They keep very quiet and manage to not give the position of the card away when they find the matching one first.

Children show very high levels of confidence and independence. They eagerly approach visitors, keen to find out who they are and more about them. This shows that children feel very safe and secure in the childminder's care. Children are excellent communicators. They enthusiastically describe the different places they visit with the childminder. For example, children talk animatedly about their weekly trips to forest school and going on a train to London. They use increasingly complex words correctly in speech and fondly recall past experiences. Children's behaviour is excellent. They share toys and help find resources when their friends are unable to locate them.

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

- Children find endless fascination and inspiration in a large box of dinosaurs. They search to find complete sets of dinosaur families before carefully lining them up on the table. Children find pieces of a volcano and the caveman's home, which they try to put together. The childminder gently encourages them to try again, instead of doing it for them. Children persevere when the pieces do not immediately fit together. They proudly call to the childminder when they get the pieces to connect, keen to share their achievement with her.
- Children are very confident. They have high levels of self-esteem and an excellent attitude to overcoming challenging tasks. The childminder has very high expectations of children. She plans exciting and challenging activities which capture their interest and inspire them. For example, children eagerly look through books related to prehistoric animals to find out whether sloths were around at the same time as dinosaurs. They ask the childminder how to pronounce the complex dinosaur names and repeat what they have heard confidently.
- Children are extremely well prepared for their future learning and school when the time comes. The childminder ensures that children learn to be independent and not rely on support from school teachers. For example, children help themselves to plates and collect their lunch boxes as they go and sit down at the table. They get out their savoury foods, reminding each other that they can only

have their yoghurts and fruit once they have eaten their sandwiches.

- The childminder has excellent links with the local school. She invites the teachers to visit the children at her setting and takes the children with her on the afternoon school run. This provides lots of opportunities for children to become familiar with the school environment, which helps them to start school with high levels of confidence.
- The childminder has excellent partnerships with parents. They share in written testimonials how much they appreciate the care and nurturing the childminder provides for their children. Parents all comment how much the childminder has become part of their family.
- The childminder reflects on her provision constantly and the learning opportunities for children. This helps to ensure that children remain captivated, excited and motivated to learn. The childminder follows children's interests, skilfully building on what they need to learn next.
- Children who receive funding are superbly supported. The childminder identifies any gaps in their learning and acts promptly to help children quickly catch up. She contacts other professionals and specialised services directly and invites them to observe children in her setting. This helps to arrange tailored educational plans to ensure that children are ready for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of child protection matters and wider safeguarding issues. She keeps updating her knowledge through online refresher modules and ensures that her safeguarding policies reflect the latest guidance. The childminder provides children with a safe, secure environment and carries out regular risk assessments to identify any potential hazards. Children remind each other not to run indoors or to lay on the floor as someone could trip over them.

Setting details

Unique reference number	202165
Local authority	Essex
Inspection number	10062898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 1998 and lives in Clacton-on-Sea, Essex. She operates from 8am to 6pm, Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The inspector observed the childminder and the children playing and talking together.
- The inspector took account of the views of parents through written feedback
- The childminder and the inspector held a number of discussions throughout the inspection.
- The inspector looked at a range of documentation, including safeguarding policies and training certificates.
- The inspector observed the quality of teaching during activities and assessed the impact this has 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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