

Childminder report

Inspection date: 2 March 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children constantly develop their understanding and use of new vocabulary, enabling them to communicate very effectively with each other and adults. They are supported exceptionally well to build firm foundations in language and communication. Children speak with ever growing self-assurance and eloquence. They become extremely confident communicators, who understand the art of conversation as they take turns to speak and listen. Children are highly motivated and very eager to join in, share and cooperate. They have consistently positive attitudes to their play and learning. For instance, while building towers and garages from bricks, children enjoy comparing and observing each other in their chosen tasks. While primarily led by older children, younger ones are quick to notice the positive interaction and play collaboratively.

Children demonstrate excellent respect for others and interact very confidently with the childminder and other adults. They learn about and identify rules they want to follow and practise these daily. Children show that they understand their behaviour affects others as they learn to be helpful friends. For example, holding a mirror for each other as they blow their nose. Children speak with great confidence about keeping themselves safe. They understand what action to take in the event of a fire, including leaving the building safely and phoning 999 for the relevant emergency service.

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

- The childminder's has a very secure understanding of each child. This enables her to provide a purposeful curriculum that is accurately based on their specific learning needs and interests. She provides exceptionally high-quality, inspirational learning environments within her unique setting. Her ongoing interactions with children are excellent and contribute to their confident and successful achievements. Children make excellent progress and are very well prepared for the next stage in their learning and eventual move to school.
- Children build excellent mathematical skills. The childminder thoughtfully extends their learning while out and about, encouraging children to identify shapes and numbers in the environment. Back in the setting children thoroughly enjoy exploring 'colour tubs'. They show dexterity as they unclip lids and with excitement remove various coloured items. Younger children confidently match red, yellow, white and purple items. They further demonstrate exceptional knowledge. Children identify mushrooms, strawberries and other fruits and vegetables, drawing on their embedded knowledge acquired during cooking activities and social snack and mealtime discussions.
- Children learn the language of feelings. The childminder helps them to develop positive emotional well-being. She talks with them about kind hands and uses an

excellent range of resources, including pictures that children can associate with. This helps the childminder to understand how they are feeling, in order to support them. She uses an excellent range of reassuring vocabulary, enabling children to learn that these feelings are usual, understood by others and have a name.

- The childminder successfully promotes children's understanding of other cultures, communities and customs. She encourages children and their families to share experiences in her setting. In addition, the childminder provides plenty of first-hand educational trips, designed to revisit and reinforce children's learning and ideas in different situations.
- The childminder has an excellent understanding and approach to teaching. She confidently recognises additional learning opportunities that occur during everyday routines, such as toilet training, hand-washing and mealtimes. This approach supports children to acquire skills and key knowledge that they can draw on during future activities and social situations.
- The childminder engages very effectively with children, their parents, and other adults in the community, including staff in schools and other local services. This supports parents and children. It also ensures pertinent information is shared as children attend other settings or when they move to school. As a result, the receiving staff are ready to build constructively on the children's existing knowledge and skills.
- The childminder meticulously reviews her practice. She diligently attends ongoing training, developing her teaching practice to the optimum. As a result, children thoroughly enjoy lively activities, for instance exploring and engaging in the natural environment. Her setting is kept safe, enabling children to play and learn freely within this.

Safeguarding

The arrangements for safeguarding are effective.

A strength of the childminder is her attitude and commitment to protecting children in her care and working with their families. She has a clear understanding and highly effective procedures to recognise children who may require intervention or who are in danger of neglect, abuse or exploitation. The childminder understands precisely how to make a referral to the relevant agencies, to lessen the risk of potential harm and to meet children's needs. The childminder maintains statutory training, enabling her to keep children safe in the event of an emergency.

Setting details

Unique reference number	202250
Local authority	Essex
Inspection number	10127059
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	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 2000 and lives in Colchester, Essex. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Clements

Inspection activities

- The inspector reviewed documents and suitability checks of the childminder and all persons over 16 years of age living in the household. The inspector and childminder completed a learning discussion.
- The inspector observed and evaluated an activity with the childminder.
- The inspector sought the views of children and parents during this inspection.
- The inspector discussed with the childminder how she works in partnership with other professionals.
- The inspector reviewed reflective practice techniques and discussed with the childminder how she continually develops and improves her setting.

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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