

# Childminder report

---

Inspection date: 27 June 2024

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this exceptionally well-organised and inspiring learning environment. The childminder and her assistant are passionate and committed to providing an exemplary provision for children to fully support their development. Children have an abundance of well-planned play opportunities to explore and investigate. For example, in the stimulating outside area, children fill squeeze bottles with coloured water to make drinks for their friends. They learn how to make new colours by mixing liquids together. Children test their own ideas and discover how things work, which develops their critical thinking.

The childminder and her assistant create a highly ambitious, sequenced curriculum. They are incredibly dedicated to providing children with a wealth of experiences to help them connect to the world around them. For example, exciting trips to the beach where children explore seaweed and collect shells help broaden their experiences. Children recall these encounters as they play with a pretend beach in the setting, remembering the seaweed was 'soggy'.

Children have extremely positive attitudes to learning. The childminder and her assistant consistently encourage children to be determined and resilient when facing setbacks. They help children to approach challenges with confidence and perseverance. Effective role modelling supports children to learn how to regulate their emotions and manage their behaviour extremely well.

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

- The childminder and her assistant show an exceptional knowledge of children's development. They deliver a curriculum which is deeply embedded, and helps children build on their learning experiences. They implement highly effective tracking and monitoring systems which help to highlight what children need to learn next. This helps children to make excellent progress in their learning and development.
- The childminder and her assistant show an excellent understanding of children's cultural backgrounds, and they celebrate children's diversity. Children's home cultures are reflected in the setting with items, such as Portuguese bowls, and parents record stories in their home language for children to listen to. Family books are created to help children learn about what makes them unique. Special named stones and pegs to keep their belongings on help children to have a strong sense of belonging.
- Children show familiarity with routines. They know to tidy up when it is snack time and are familiar with routines such as lunch and sleep time. This helps children to feel safe and secure. Children are highly independent. Adapted hand-washing facilities enable children to carry out these tasks totally independently,

and even the youngest children confidently put their shoes on and use cutlery to feed themselves.

- The childminder and her assistant seamlessly weave mathematics throughout the day. They talk about size, shape and capacity and use every opportunity to count. Children show high levels of confidence with their mathematic skills and use these independently as they play. For example, children count loose parts in the garden and count how many bowls they need for snack time.
- There is a strong emphasis on communication and language. The childminder and her assistant skilfully support children's communication skills through high quality interactions. They use effective questioning and introduce new words to help build on children's speaking skills. As children leave, they receive stickers with prompts to help them talk to their parents about what they learned, creating more chances for conversation. Children thoroughly enjoy stories with props and plenty of songs which helps them to become excellent communicators.
- Parent partnerships are well established. The childminder and her assistant go above and beyond to encourage parents to be actively engaged with their children's learning. Bespoke book bags are created for each child with activities they can take home. These are supported with videos for parents to view on how to use the activities.
- The childminder and her assistant excel in providing a nurturing and well-managed environment for children. They actively collaborate with other childcare settings to ensure continuity in children's learning and development goals. Their commitment to professional growth is pursued through focused training to meet the needs of children. For example, recent training provided better understanding of children's behaviour and mental health. Weekly evaluations and parent feedback contribute to their ongoing commitment to high-quality practice and continuous improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 203049                                                                            |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10339302                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 10 July 2018                                                                      |

## Information about this early years setting

The childminder registered in 1999 and works with an assistant. She operates Monday to Thursday from 7.30am to 5.30pm, all year round, apart from personal holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Woodhead

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and her assistant and has taken that into account in their evaluation of the setting.
- The childminder and her assistant joined the inspector on a learning walk. They talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder and her assistant.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder and assistants suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024