

Childminder report

Inspection date: 11 April 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children relish their time with the childminder. They make exceptional progress in their development and show great excitement and eagerness to learn. The play environment, both indoors and outside, is breathtakingly inspirational. Children can easily access an abundance of high-quality toys and resources to help them initiate their own play. They move around with ease and confidence in the organised and meticulously planned play areas. Children engage in activities and show sustained levels of concentration when trying new experiences. For example, they plant 'magical beans' in glass jars. They talk about the root and stem and the need to place them in the sunshine. They discuss if their beanstalks will grow to the sky. Children giggle as they wonder in anticipation if a giant will be at the top. They recall information from previous learning with ease, such as their knowledge of a related story.

Children delight in their time outdoors. They become absorbed in their play and their behaviour is exemplary. The children know the childminder's expectations and are exceptionally kind and caring toward one another. Children's interests are superbly supported. For example, children's passion for bug hunting and gardening are fully explored. Children investigate the wildlife area created by the childminder. They use magnifiers to search for insects. They excitedly talk about the 'hedge trimmer' they are using to make the garden look nice. Children, skilfully supported by the childminder, use the books for reference on hand, to research the wonder of nature.

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

- Children are immensely safe and secure in the childminder's nurturing care. They develop exceptionally strong attachments with her and settle extremely quickly, eager to learn. A strong focus is given to children's well-being. For example, children regularly participate in yoga sessions, where they learn to relax and become aware of their body. They have excellent language skills to describe how they feel. The childminder teaches the children how to express their emotions through activities provided, such as an abundance of stories, sensory emotion stones or the interactive 'feelings tree'.
- Children make exceptional progress in their learning, as the childminder's teaching is excellent. The childminder's uncompromising understanding of how children learn is inspirational. She plans an ambitious curriculum, that truly reflects children's individual needs and interests. Children demonstrate a real thirst for learning. The childminder plans an exciting and challenging curriculum built on what the children already know, to broaden their knowledge and understanding. Children, consequently, make rapid progress and acquire the skills they need for successful future learning.

- Parents speak extremely highly of the childminder and the excellent service she provides. They describe the extensive experiences their children are offered and that the care is 'everything you could hope for'. Parents say they are reassured when leaving their child that they are in excellent hands. They describe the progress their children have made and comment that communication shared by the childminder is highly effective. They value the support and suggestions of how to extend learning at home. This helps children make superb progress.
- The childminder is incredibly ambitious and strives for excellence, to make a significant difference for all children in her care. She makes excellent use of training and research opportunities to continually enhance her skills and knowledge. For example, children are offered a wealth of exciting learning opportunities in the outdoor environment, based on the knowledge gained following training.
- Children's language and communication skills are extremely good, and they are confident speakers. The environment is rich in text and language opportunities. The childminder models good language skills and understands the importance of posing open-ended questions. She allows children ample time to think and process information before they respond. Children listen intently to stories and instruction. They request to play games such as 'I-spy', they learn sounds of letters and enjoy the challenge of finding the answer.
- The childminder values and respects children's individuality. She ensures that her practice is fully inclusive. The childminder skilfully teaches children about similarities and difference and encourages children to develop an astute understanding of communities wider than their own. Children access resources and books that promote positive images of diversity and prompt conversations about the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptionally sound understanding of her role in keeping children safe. She regularly completes training and research to ensure she has a secure knowledge of current practice and the signs and behaviours that may cause concern regarding children's well-being. The childminder is rigorous in keeping secure records. She maintains an exceptional understanding of the procedures to follow should she need to report concerns about the welfare of a child. This includes wider aspects of child protection, such as domestic violence and county lines. The childminder meticulously carries out risk assessments of the premises and equipment, making sure children are cared for in an extremely safe and secure environment.

Setting details

Unique reference number	2526095
Local authority	Essex
Inspection number	10208288
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Fingringhoe, near Colchester. She provides care Monday to Thursday, all year round from 8am to 5pm. The childminder does not work on bank holidays and family holidays. She holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The inspector observed the areas of the setting available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder and the inspector completed a joint observation together.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022