

Childminder report

Inspection date:

5 July 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 thrive in a homely environment that is built on strong relationships, respect, and care. Children build close relationships with their peers, the childminder and her assistant. Routines and expectations for behaviour are embedded into everyday practice. As a result, children behave exceptionally. They happily share resources, welcome others and praise the achievements of friends. Adults act as incredible role models for respect, warmth and kindness. They teach different emotions and ways to manage feelings. As a result, children become skilled at regulating their own behaviour.

The childminder is passionate about inclusiveness and equality. She teaches children that it is important to be themselves. Children learn that families and relationships can present in many ways, all of which are wonderful and celebrated. As a result, children become respectful of others and accepting of differences to their own lives and personalities.

Children benefit from access to a local park and nature walks in the local area. The childminder is keen for children to have new and shared experiences. For example, an air ambulance landed in the field and the childminder used this experience to teach children about people who help us. Children learn about risks in their environment and understand the behavioural expectations. As a result, they can enjoy the experiences safely.

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

- Atmospheres are calm and routines run smoothly. The childminder has clear, consistent structures to the day. Children feel settled and secure as a result. Children know to wash their hands and tidy up during transition times. They develop respect for the environment and love the responsibility of being the daily helper.
- Children are provided with healthy snacks and tea. Snack and mealtimes are excellent social experiences for children. They delight in speaking freely about the food that they are eating, or sharing their experiences, thoughts and opinions. Staff sit with children and join the conversations. They effectively extend learning and model superb table manners. As a result, these times are special experiences enjoyed by all.
- Resources and activities are extremely well considered. Targets are created for children that are challenging yet achievable. Activities are then planned to include as many developmental goals as possible to maximise learning. Planning is based on interesting topics and particular interests or experiences of children. The childminder and assistant created an exciting post office area based on a child's interest in delivering parcels as a postal worker. Children loved scanning

and measuring letters and parcels to deliver to others. As a result, huge amounts of enjoyment and learning occurred.

- Teaching standards are outstanding. The childminder and assistant consistently challenge children to take their learning further. They ask questions, such as 'how many bricks do you need to build a house?', and statements such as 'I wonder if you are up for this challenge'. This promotes independence and problem-solving across all areas of learning. Children receive praise for contributing ideas, opening their yoghurt pots themselves or putting their shoes on without support.
- The childminder effectively links children's experiences to learning opportunities. For example, children witnessed a tractor cutting the grass in the field opposite. The childminder developed a professional rapport with the driver, arranging for a group photo to be taken with the tractor. Teaching was then extended for children to learn about farming and types of vehicles. Children still speak of this experience fondly, and love looking at the photo to remind them of this special time.
- All children make rapid progress with development. This is due to highly effective observation, assessment and tracking processes. Staff know children's levels of development. Any concerns are shared swiftly and sensitively with parents. The childminder feels passionate about supporting and including all children. She is highly knowledgeable and experienced in recognising possible additional needs or areas of support for children. Therefore, all children are consistently well supported.
- Parent partnerships are remarkable. A parent reports that they chose this setting over other larger provisions due to the home-from-home feel and how secure their child quickly became. Parents appreciate the online observations and photos, as well as personal care information that is given regularly. They know where their children sit developmentally and report knowledge of progress assessments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have strong knowledge and awareness of their responsibilities to keep children safe. They work closely together to share information and ensure children receive support when any concerns arise. They also recognise that some situations call for reporting concerns to higher levels. Wider safeguarding issues, such as the risk of radicalisation, are also clearly understood and staff know the signs to look out for. Stringent risk assessments and clear safety rules and instructions mean that children are also aware of dangers and risks around them.

Setting details

Unique reference number	2573293
Local authority	Essex
Inspection number	10239535
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	7
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Braintree. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant who has a childcare qualification at level 3. The childminder supports funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this has on children's learning.
- The childminder and the inspector completed a joint observation of an activity.
- The assistant childminder, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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