

Childminder report

Inspection date:

15 December 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 outstanding, caring, and nurturing childminder. They are warmly welcomed into the most breathtaking, inspiring and child friendly environment. Children are self-confident, show curiosity and are very eager to learn. They become engrossed in their play and are extremely settled, leaving their parents with ease. They flourish in the childminder's care. She has a superb understanding of how children learn and is skilful in her interactions with them. They make rapid progress in their learning as they benefit from a range of exciting, stimulating, and challenging activities. The well-organised playrooms promote children's natural curiosity. Children can select from high-quality resources, as they make decisions and initiate their own learning. They understand the high expectations and their behaviour is exemplary.

Children demonstrate that they are highly motivated to learn. They develop excellent communication skills and confidently articulate what they are learning. They engage visitors to the home in their play and explain with ease what they know and have learned. For example, they proudly explain how they help themselves to breakfast. They describe how to turn the ratchet to release cereal from the machine. Children show sustained concentration, and persevere as they master the skill of using tiny pins to attach baubles to a stalk of Brussels sprouts. They learn with wonder about cause and effect, as they experiment with snow and ice. They use pipettes with coloured water to change the colour of the snow. They make predictions as to how they can melt snow using spray bottles. The childminder's practice is worthy of dissemination.

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

- The highly experienced and committed childminder is extremely passionate about the service she provides. She works extremely well in partnership with parents and other outside agencies involved in the children's care. Her commitment to her continuous professional development is superb. She has attended extensive training courses since her registration, and places a strong emphasis on evaluating what she has learned. She shares training links and useful information gained with the parents. She implements changes if appropriate to her practice to improve the already positive outcomes for children.
- Children experience an ambitious and meaningful curriculum that is highly effective. Simple mathematics is woven through all the activities, and children make excellent progress in their mathematical thinking. They repeat what they have learned. For example, they make three dimensional models and towers using a variety of shapes on a light board. They discover how to make the shapes fit. When the structures collapse, they continue and discuss what needs

to happen next to make it secure.

- The childminder has established extremely friendly but professional partnerships with the parents. They comment that their children have made rapid progress since they started attending, and that the childminder is a 'wonderful teacher'. They say that the children benefit from a most inspiring environment and a broad range of 'impressive' activities indoors and outside of the home. They comment that they feel reassured their children are in safe hands. Parents appreciate the nutritious, home-cooked meals their children are offered, and speak of the excellent communication they experience, which ensures they are fully informed regarding their child's day.
- Children demonstrate they are happy and feel immensely safe and secure in the childminder's nurturing care. A strong focus is given to children's personal and social development. Children have developed close bonds with the childminder and her family. The childminder is extremely passionate to ensure children have treasured memories of their early years. She extends their vocabulary to help them express how they are feeling, and teaches children to express their emotions through the meaningful activities provided.
- The childminder values and respects children's individuality. Activities and the environment are fully inclusive and differentiated to ensure all children can participate. Through well-planned activities, the childminder teaches children about similarities and differences, encouraging them to develop an astute understanding of communities outside their own. Regular, planned outings, such as visits to the library, seaside, and local farm enhance children's experiences of the wider community.
- Children who speak English as an additional language or are bilingual are positively encouraged to use both languages while at play. The childminder is multilingual and engages children in meaningful conversations in their first language, which is celebrated. All children's speech and language development is excellent. They make superb progress and are confident speakers, asking lots of questions. The childminder is skilful in how she poses questions and allows plenty of time for children to think and respond.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare is paramount. The childminder gives the highest priority to protecting children from harm. She is committed to ensure she is up to date with current practice, and has completed extensive safeguarding training. This includes a wide range of child protection issues. The childminder talks competently about how to report any concerns and the process to follow. The childminder is skilful in identifying any possible signs or behaviour that may suggest children are at risk of harm. Children learn how to stay safe and healthy through meaningful activities and ample opportunities to manage risk safely, fully supported by the childminder. Robust risk assessments are completed each day to ensure children play in a safe environment.

Setting details

Unique reference number	2610169
Local authority	Essex
Inspection number	10263157
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	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Basildon, Essex. She provides care Monday to Friday, all year round, from 7am to 7pm. The childminder does not work bank holiday and family holidays. She holds an appropriate early years qualification at level 3 and has qualified teacher status. The childminder 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 childminder 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 home 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 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.
- Children spoke to the inspector about things they do at the childminder's home.

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