

Childminder report

Inspection date: 13 June 2023

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 say 'every day is an exciting adventure' at this remarkable home-from-home setting. On entering, children immediately cuddle the childminder, displaying the strong and loving attachments they have with her. Children feel incredibly happy and safe in the warm and inclusive environments. They swiftly engage in purposeful play that has clear learning outcomes. For example, children delight in squeezing spray bottles of coloured water to make pictures and patterns on the fence outdoors. Simultaneously, children strengthen their finger muscles in preparation for early literacy development, such as holding a pencil with a secure grip.

Children show great confidence in social situations. They talk to visitors politely and with clarity. Children consistently demonstrate respectful and kind behaviours to their peers and the childminder, often asking if she is 'ok'.

Real-life experiences are prioritised. Children benefit significantly from a huge variety of outings, such as to the beach, zoo and library. To support a recent topic, they visited a local museum to see the working bees in their beehive. Children marvel at some fresh honeycomb the childminder borrowed from a local beekeeper. These natural resources and opportunities maximise and compliment the learning outcomes of children, such as promoting discussions and extending speech and language development.

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

- Teaching is exceptional. Children show marvellous levels of concentration during activities. The childminder listens to children superbly well and with genuine interest. She gives them time to respond and share their own thoughts and ideas. Children are asked thought-provoking questions during play that help make connections in their learning. For example, during a play dough activity, children roll some ball shapes. She asks what they could be used for. Children express that they could go in the 'cells' and point to the picture of the honeycomb. The childminder further extends their knowledge by explaining they are hexagonal-shaped cells.
- Children demonstrate high levels of independence. They know that in sunny weather they need to apply sun cream. Additionally, they collect their own hats from their pegs and put them on before entering the garden. The childminder gives meaningful praise for their achievements, which motivates further independent learning. Children display a good understanding of hygiene routines. They wash their hands with soap before eating and after playing outdoors.
- Children respond extremely well to consistently high expectations the

childminder has for their behaviour and conduct. The childminder gives children time to reflect on their behaviour and praises the positive choices they make.

- Consistent and established daily routines help children to frequently show respect for others. For example, older children who do not have a sleep start to speak softly in a whispering voice and ask for quiet activities, such as colouring in their book, while their friends fall asleep.
- The childminder has excellent links with the local school and surrounding early childcare providers. She takes supreme steps to prepare and help children make smooth transitions to their next stage of early education.
- Meticulous information gathering from parents before children start means the childminder builds on what they already know. Parents report an overwhelming amount of praise for the first-class communication. Innovative and collaborative partnership working, including a robust assessment process and monthly newsletter, enables parents to extend and consolidate home learning. Parents applaud the dedication and support around healthy eating and the improvements in children's uptake of fruit and vegetables in their diets.
- Children develop a love of reading indoors and outdoors. Children get into character as they relish moving their bodies and learning to 'stomp', 'clomp' and 'wiggle' like a glow worm in an outdoor physical story. Children say, 'one more time'.
- The childminder is conscientious and undeniably passionate about supporting children and families. She strives for continuous improvement. This is reflected in the extensive training she undertakes and the exceedingly positive outcomes of children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. Highly comprehensive policies and procedures help to ensure the childminder has an expert awareness and understanding of how to identify when a child may be at risk of harm. The childminder demonstrates that she is able to identify and report children who may be at risk of neglect, abuse, grooming or exploitation. The childminder implements effective risk assessments to ensure that children can play safely indoors and outdoors. The childminder knows what action to take if an allegation is made against her. Ongoing training ensures she is up to date with local safeguarding issues.

Setting details

Unique reference number	2631806
Local authority	Essex
Inspection number	10288897
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Witham, Essex. She operates all year round, from 7am to 6pm, Monday to Thursday, except for family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic and the inspector has taken that into account in her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoor and outside environments are safe and suitable.
- The inspector spoke to a selection of parents and also read written testimonies to gather their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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