

Childminder report

Inspection date: 27 March 2024

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 this inspirational setting. Their complex medical, physical and emotional needs are exceptionally well supported. Children develop strong attachments to the childminder, co-childminder and the assistants, who are kind and caring towards them. These trusting relationships help children to feel comfortable, settled and incredibly confident to engage and interact.

Children make rapid progress from their starting points. This is due to the dedication of the highly professional childminder who knows each child extremely well and has exceptionally high aspirations for children's learning and development. She works consistently with parents and external professionals to identify, understand and incisively support each child's evolving individual needs.

Children are enthusiastic to participate and ready to learn in the calm and enabling environment. They independently explore and thoroughly enjoy engaging with activities indoors and outdoors. Resources are carefully selected to support the needs and interests of the children attending, giving them opportunities to practise and extend their knowledge and skills. The childminder, co-childminder and assistants go above and beyond to ensure children have a positive experience. They are attentive to small details to ensure children feel included and valued. For example, they adapt the height of children's individual coat pegs to ensure they can reach them.

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

- The childminder works in close partnership with her co-childminder to provide a unique and inspirational service. They share a clear and ambitious vision to provide each child with the highest quality care and education and work tirelessly to support each child to achieve their full potential. As a result, children make significant progress in their learning and development.
- Children's progress is meticulously recorded and monitored by the childminder. She uses this information impressively to identify the small steps each child needs to master in order to be ready for the next stage in their learning and development. She works extremely closely with external professionals to ensure targeted, individual support is in place for each child, helping them to achieve the best possible progress.
- The childminder is highly skilled and ensures every single interaction is purposeful in facilitating and extending children's learning. She models language, demonstrates skills and gives children plenty of time to respond to instructions and questions. For example, she takes turns with children to name items selected from a large box and demonstrates how to use them, such as toy scissors and a toothbrush. She sequences learning extremely effectively, by

initially selecting items children are familiar with to boost their confidence, before selecting items to challenge and extend their learning.

- The childminder has incisive knowledge about each child in her care. She works closely with parents to understand about children's needs and home life. The childminder arranges purposeful outings to help children become familiar and develop the skills to engage with a broad range of experiences. For example, children eat in local cafes, experience using an escalator and go on bus rides. The childminder provides valuable support and guidance for parents to share and extend these experiences with their children.
- The childminder uses a range of resources to effectively support children to communicate their emotions, needs and wishes. Choice boards and visual aids are used consistently to help children make independent choices, such as choosing the songs they want to sing. Children experience a language-rich environment with consistent opportunities to hear and engage in conversations, sing songs and listen to stories.
- Children's independence is given a high priority. For example, the adults skilfully model and patiently support children to put on their own shoes and coats and to feed themselves at mealtimes. Children's social skills are supported incredibly well. They experience daily group time activities that are tailored to their individual needs. As a result, children are exceptionally well prepared to move on to the next stage of their education.
- The childminder is committed to consistently enhancing her already extensive knowledge and skills. She attends a wealth of specialist training to ensure she is highly competent in her ability to understand and meet children's individual needs. Since registration, the childminder and her co-childminder have built up an outstanding reputation within the local community. As a result, they receive request to share their excellent knowledge and skills with others to help children make the most progress.
- Parent partnership is superb. Feedback from parents is extremely positive. They comment that they 'feel fortunate to have found the setting' and that their children 'make far more progress than they expected'. The childminder communicates with parents on a daily basis, ensuring they are fully involved in their children's learning and development. Regular newsletters provide parents with a wealth of useful information.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2650961
Local authority	Thurrock
Inspection number	10332910
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021. She operates from 8.15am to 2.30pm, Monday to Friday, during term time. She works with a co-childminder and employs two assistants. The childminder predominantly cares for children with complex needs. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marisa White

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum is organised to meet children's needs what the childminder wants children learn.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and assistant at appropriate times throughout the inspection.
- The inspector spoke to children present during the inspection.
- The inspector and childminder jointly evaluated an activity.
- Parents shared their views of the setting
- A sample of documentation was viewed, including the childminder's first-aid certificate.

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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