

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's needs are at the centre of everything at this inspirational setting. Their complex medical, physical and emotional needs are exceptionally well supported. Children clearly enjoy spending time at the setting and develop close attachments to the childminder, co-childminder and the assistants. These trusting relationships help children to settle and feel secure, and as a result, they are extremely confident to engage and interact.

Children are curious and keen to learn in the exceptionally well organised, calm and enabling environment. The dedicated and knowledgeable childminder has high expectations for children's achievements and they make impressive progress. He works closely with parents and other professionals to ensure he has an incisive understanding of each child's needs. There is an excellent range of resources and activities, both inside and outside, that are carefully selected each day to instinctively support the children attending to practise, consolidate and extend their knowledge, understanding and skills.

Support for children to become independent is given a high priority. Children learn to take off and put on their own shoes and coat and engage with their own care needs. The adults carefully demonstrate how to successfully achieve tasks and allow children plenty of time to complete them independently. As a result, children develop the skills they need to move on to the next stage in their education.

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

- The childminder works in close partnership with his co-childminder to provide a unique and inspirational service. They have a clear and ambitious vision to provide children with the best possible care and education. They go beyond the expected to support each child to achieve their full potential. As a result, children make significant progress in their development.
- Children's progress is reviewed on a daily basis. The childminder has a clear idea of exactly where children are in their development and what they need to know or do next. Resources and activities are adapted frequently to ensure they sharply focus on the small, achievable steps identified for each child. He 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 skilfully interacts with children in an extremely calm and patient manner. He gets down to their level, speaks slowly and clearly and demonstrates how they can effectively engage with the resources. The childminder sets appropriate challenges, encouraging children to think independently. For example, he sits with children and supports them to look at the details in the

picture on the box of a new puzzle in order to complete it themselves. The childminder consistently offers praise and encouragement, and children beam with pride when they achieve their aims.

- The childminder has extensive knowledge about each child in his care. He works closely with parents to understand about children's needs and home life. The childminder plans an extensive variety of outings into the local community to help children develop the skills they need to effectively engage with a broad range of experiences, such as visiting a garden centre, a pet shop and eating in a café. He shares photos and videos with parents and offers advice on how they can help develop children's skills themselves.
- Children experience an inspiring, language-rich environment, where they have consistent opportunities to hear and engage in conversations, listen to stories and sing songs. Visual resources are used extremely effectively to support children to communicate their needs and feelings. Children make choices during song time by selecting picture cards. They sing with real enthusiasm, sway their bodies in time to the music and delight as they shake musical instruments. Children often select their own books. They sit in the quiet area, carefully turn the pages and show real interest in the pictures.
- The childminder is dedicated to consistently improving his practice. He attends an extensive range of specialist training to ensure he is highly competent in his ability to understand and meet children's individual needs. Since registration, the childminder and his co-childminder have built up an outstanding reputation within the local community. As a result, they receive requests to share their excellent knowledge and skills with others.
- There is an incredibly strong parent partnership. Parents say they feel fully involved in their children's learning and are provided with detailed information about their development and next steps. They comment that the childminder is extremely supportive, and they are 'really impressed' with the progress their children make. The childminder communicates extensively with parents through daily discussions, written reports and regular newsletters.

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	2650962
Local authority	Thurrock
Inspection number	10332911
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. He operates from 8.15am to 2.30pm Monday to Wednesday, during term time. The childminder works with a co-childminder and employs two assistants. The childminder 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 provider 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector had a discussion about how the curriculum is organised to meet children's needs and what they want children to 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 the childminder jointly evaluated an activity.
- The inspector looked at relevant documentation including the childminder's paediatric first aid certificate.
- Parents shared their views about the setting with the inspector.

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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