

Childminder report

Inspection date: 8 July 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 safe and nurturing learning environment, forming close bonds with the childminder and other children. They settle quickly and are happy and confident in her home. The childminder takes time to get to know her children and their families exceptionally well. This helps her to understand what children already know and can do. The childminder sequences a curriculum to ensure it motivates children and helps them excel in their learning. As a result, all children make remarkable progress in all areas of learning, including children with special educational needs and/or disabilities (SEND).

The childminder has high expectations for children's behaviour and acts as an excellent role model. She supports them to recognise their emotions and self-regulate. Using an emotions chart, children identify how they are feeling before the day starts. Children tell the childminder that they are 'happy' because they are with her in her home. From the earliest stages of their development, she teaches children how to be ready to learn through clear explanation of the day's activities with a visual timetable. This ensures that children are familiar with routines and understand what comes next. Children are polite and use good manners. Older children support and praise younger children's achievements with a 'high five'. The behaviour of children is exemplary.

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

- The childminder carefully plans every aspect of her provision to support children's learning and development. Young children use small pipettes to transfer coloured water from one container to another. Children develop their hand-to-eye coordination skills as they use tweezers to pick up small objects. Toddlers spend large amounts of time pressing and releasing spray bottles to squirt water around the garden. This develops the muscles needed for early writing skills in their hands and fingers.
- Children develop a strong love of books and stories. The childminder carefully selects books that are related to children's current interests and builds upon their recent experiences. For example, she focuses stories on a recent visit to the zoo. Toddlers are eager to lift the flaps in the book to discover different animals. Children excitedly recall what happens next in the story and remember what animals they saw at the zoo. This shows that young children are developing good memory skills and new learning is embedded.
- The childminder gives children's early communication and language skills her highest priority. She takes every opportunity to model and support the children's growing language skills. For instance, she consistently encourages toddlers to use words to communicate their needs. The childminder revisits activities and reinforces new words that she has introduced to the children. For example, while

discussing the growing sunflowers, the childminder reminds the children that bees will collect 'nectar' from the flowers. This approach helps build the children's confidence in using new words.

- Mathematics is seamlessly added into daily routines and activities. For example, measuring tools are provided to allow children to monitor how their seeds are growing. There are numerous opportunities for children to practise counting. Young children are learning to successfully recognise written numerals.
- The childminder provides exceptional opportunities for children to develop their physical skills. They access her garden and enjoy a wide range of outings that are planned to support their understanding of the wider world. For example, they visit the local care home and enjoy regular visits to the forest where they learn to recognise and manage risks, such as when toasting marshmallows on a campfire. Children demonstrate how to keep themselves safe. For instance, when using scissors, they know that they need to carry them safely and explain the reasons why.
- The childminder forms strong links with other settings and schools to provide a seamless transition for children. She invites teachers to her home to meet the children and get an accurate understanding of their development. Parents are extremely complimentary about the service the childminder provides. They comment on the outstanding care their children receive and the progress that they are making.
- The childminder's reflective practice and continued professional development has a significant impact on her provision. For example, to develop her knowledge and understanding on how to best support children with SEND, she completes specific additional training to ensure all children make the very best progress.

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	2663309
Local authority	Essex
Inspection number	10339511
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	0 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 2022. She lives in Braintree, Essex. The childminder operates her service all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank and family holidays. The childminder holds a relevant level 3 early years qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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