

Childminder report

Inspection date:

5 August 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

The exceptionally knowledgeable childminder provides children with a most breathtakingly welcoming environment, both indoors and outdoors. There is a sharp focus on what children can do, and the holistic and ambitious curriculum supports self-initiated play and nurtures children's interests and ideas. The dedicated childminder ensures children have ample opportunities to build on their direct experiences with nature, the local community and the wider world around them. Children, even the very young, demonstrate a thirst for learning. They are inquisitive, eager to try new things and are confident speakers. While the childminder is central to what children learn, her sensitive and skilful interactions and observation strongly supports children's independent learning. Children make rapid progress from their starting points.

The enabling play environment provides children with a warm, cosy home-from-home environment filled with an abundance of resources and experiences to help children learn. Children have a natural curiosity to explore the high-quality resources available to them. They have formed secure and trusting bonds with the childminder and have made friendships with others attending. There is an exceptionally calm, happy, respectful and reassuring atmosphere. The childminder is an excellent role model and has high expectations for all children. Children's behaviour is exemplary.

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

- The childminder has a wealth of knowledge about how to promote outstanding learning opportunities for children. Her commitment to ongoing professional development is comprehensive and strengthens her deep-rooted knowledge of how children learn. She has a culture of evaluation, which is securely embedded in all practice, including any training completed. Changes are implemented to practice if outcomes for children can be positively improved further. The childminder's practice is worthy of dissemination.
- Parents speak highly of the 'wonderful' childminder and the experiences she provides for the children. They comment on the superb communication and daily updates and feel 'privileged to watch their child's incredible learning journey' since attending. They speak of their complete appreciation of the childminder's core values, gentleness and kindness. Parents comment on the excellent outdoor learning and holistic approach to the care children receive.
- The natural world and community have a strong influence in the curriculum. Children regularly explore their local environment and have established friendships with local older residents they meet at the park. The childminder takes children to visit the weekly village market to choose their fruits for snack and buy peas to shell, ready for their evening meal, which is freshly cooked.

Children understand how to keep safe. They learn to take safe risks and how to be resilient and courageous as the childminder provides ideal opportunities and offers exceptional support and guidance.

- Children demonstrate a strong sense of self and are motivated to learn because the childminder nurtures their interests so well. For example, children find larvae in the garden foliage and talk about the pupae they become. Children take care of their treasure and show immense excitement when they discover it is a ladybird. They confidently explain the process to visitors to the setting.
- Children's imagination is captured, and they show sustained concentration as they use clay in their play. They work together as they problem-solve and discover how to break the clay into small pieces. Children add water to change the texture and use tools safely to cut chunks of clay. They use scales to weigh their creations and decide to mix potions in the clay, using different herbs and flavours. Children use their senses as they predict how these may taste and smell.
- Children excel in their speech and language development, and literacy is embedded in the curriculum. The environment is designed to provide children with communication-friendly areas. They participate in singing and dance with rhythm as they listen intently to the beat of the music. Children's love of books is evident. They understand that books provide information, as well as immersing themselves in stories. Even very young children sit comfortably in cosy spaces and delight in books of their choice.
- Children express themselves and their emotions through their artwork. They use pastels, water colours, paints and a variety of materials in their creations. Children are fascinated as they discover that while using feathers to make marks, water is not absorbed. They demonstrate their curiosity, asking the childminder lots of questions, and are satisfied to know that this is to keep birds dry when it rains.

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	2758734
Local authority	Essex
Inspection number	10349552
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Coggeshall, Essex. She operates all year round, from 7am to 6pm, Monday to Friday, except for Wednesdays, bank holidays and family holidays. The childminder provides 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 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 they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programmes.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder showed the inspector some relevant documentation.

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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