

Childminder report

Inspection date: 4 February 2020

Overall effectiveness**Good**

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in the childminder's care. They are extremely confident and sociable, forming wonderfully close bonds with each other and the childminder. They play cooperatively together, 'cooking' delicious pizza for the childminder in the toy kitchen. Children are kind and caring. They calmly help their younger friends when, for example, they cannot quite manage to open their lunchbox.

Children have an exceptional understanding of keeping themselves safe. They go for a walk with the childminder, taking turns to press the button at the crossing. They wait patiently for the 'green man' to let them know they can safely cross the road. On a visit to the park, children show their enjoyment by laughing out loud as they run up a hill. As they reach a particular point, they stand still because they understand the importance of waiting for the childminder. They listen carefully to the instructions she gives to keep them safe.

Children are fascinated by nature and their surroundings, enthusiastically pointing to the owl house high up in the tree. They peer down a huge hollow trunk, knowing it used to be a tree that was chopped down. They show superb respect for their environment. They recognise it is not good that there is rubbish inside the trunk saying it, 'should go in the bin'.

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

- The childminder's skilful interactions are key to the success of this provision. She provides exciting experiences, that build on children's existing knowledge. She engages them in meaningful conversations, challenges their thinking and helps them make sense of the world around them. Children animatedly talk about seeing the digger digging up the road and recall when the path was too icy for them to walk on.
- Regular assessments of children's abilities enable the childminder to swiftly identify gaps in their development. Her robust knowledge of the children helps her plan interesting opportunities and activities to support their progress. She provides older children with fantastic foundations for their next stage of learning, promoting their self-help skills and independence. They competently put on their coats and boots and are self-assured when taking themselves to the bathroom. Younger children recognise they need to wipe their nose and know exactly where to find a tissue.
- The childminder enriches children's already wide and varied vocabulary. She expertly introduces new interesting words. For example, she talks about the grooves in the tree when children create bark rubbings. They proudly show their picture, saying 'look at the grooves'. Children joyfully sing songs and play instruments, banging drums and shaking maracas. This helps them express

themselves and develop their excellent language skills even further.

- Children learn basic mathematics from a young age. They count the ducks on the pond and sing counting songs, gleefully holding up five fingers to represent the number of astronauts. They correctly match coloured pegs to the corresponding colours on a board.
- The childminder has a clear vision for her childminding. She believes children learn more effectively through real-life experiences and being outdoors. She evaluates her provision, making changes that impact positively on children's learning and development. For example, she introduced a library for children to borrow their favourite stories. The childminder explains how this helps to promote partnership working with parents and a love of books. She has a well-defined focus for the future, planning to extend children's appreciation of music and rhythm.
- The childminder proactively addresses her professional development needs. She organised first-aid training in her home and invited other childminders and assistants to participate. She attends local authority cluster meetings to enhance and update her practice. However, she does not precisely monitor and address gaps in her assistants' skills and knowledge.
- Parents warmly compliment the childminder, saying that in their view, she goes 'above and beyond'. They express their gratitude that she has signposted them to get further support. They describe her as a 'second mum', saying she 'educates and nurtures' their children. Parents are well informed through daily chats and they regularly receive photographs of their children engaged in their 'outdoor adventures'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of safeguarding. She confidently describes signs and symptoms that might cause her to be concerned that a child is at risk of harm. She is fully aware of wider safeguarding issues that may affect children, such as extreme views or behaviours. The childminder has a clear understanding of actions to take, to refer her concerns to the relevant agencies. She maintains accurate records of attendance and explains the importance of identifying patterns that could alert her to children's welfare being compromised.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- assess assistants' knowledge and skills more effectively to identify and address any gaps in their professional development, to raise the overall quality of the provision even higher.

Setting details

Unique reference number	560094
Local authority	Essex
Inspection number	10127074
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	29 February 2016

Information about this early years setting

The childminder registered in 1998 and lives in Nazeing, Essex. She operates all year round from 7.15am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The inspector accompanied the childminder and children on a walk to the local country park and evaluated the activities and interactions.
- The childminder discussed with the inspector how she organises her provision and how this helps children make progress.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The childminder and the inspector assessed the impact of teaching on children's learning and development.
- The inspector spoke to parents and took account of their written views.
- A range of documentation was reviewed including attendance records and the safeguarding policy.

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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