

Childminder report

Inspection date: 21 June 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and make superb progress with the childminder. They demonstrate a thirst for learning and are exceptionally confident, independent, and inquisitive learners. Children have a wide vocabulary and communicate their needs with ease. They engage in meaningful conversations with the childminder. They have made friendships and show respect and kindness toward one another, secure in the expectations of the nurturing childminder. Their behaviour is exemplary. Children access a wealth of resources. The garden is inspirational and a magical place to learn. Children relish their time outdoors. They excitedly talk about the bugs they have found, the pretend queen bee in her nest and how the worker bees keep her cool. They talk with pride about their plants they have grown and how to care for them. They show fascination as they discover hidden treasures in the garden and props that replicate favourite stories. They listen with intent as the childminder explains how a sun dial works and excitedly look for shadows.

Children's interests are superbly supported. For example, children's passion for bug hunting is fully explored. Children investigate the wildlife with enthusiasm and ask lots of questions. They use magnifiers, nets, and bug catchers to search for insects, skilfully supported by the childminder. They engage the childminder in their games and conversation and excitedly talk about the insects they find. Children are very secure in their environment and talk with confidence about their interests. They show a real determination to have a go at tasks and show sustained levels of concentration. For example, they make their own bugs but have difficulty in how to attach antennae. They listen carefully as the childminder skilfully encourages them to think and solve the problem. Children delight when they successfully achieve this.

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

- The childminder has a very sensitive and uncompromising understanding of how children learn. Children make rapid progress as the childminder's teaching is excellent. Children flourish as the childminder plans an ambitious and challenging curriculum based on the children's interests and next stage of learning. Meticulous attention to detail is given to the environment. The childminder plans activities to inspire children's interest and broaden their learning. Consequently, children acquire the skills they need for successful future learning.
- The childminder develops exceptionally positive attachments with the children. She invests time in getting to know them, their families and their interests and they settle extremely quickly, confident and ready to learn. A sharp focus is given to support children's well-being as the childminder understands the importance of happy and secure children to enable them to learn. Even young

children have a wide vocabulary and excellent language skills. They talk about how they feel. They are beginning to learn and understand their emotions and how some behaviours affect others as they participate in well-planned activities to support their understanding.

- Parents speak positively of the exceptional childminder. They describe how reassured they feel leaving their children in the safe care of the nurturing childminder. They comment on the extensive experiences their children are offered. They describe the exceptional progress children have made and comment that communication shared by the childminder is highly effective. They value the support and suggestions of how to extend learning at home and express their gratitude, particularly during the COVID-19 pandemic, for the tireless efforts to maintain contact.
- The childminder strives for excellence and has high expectations and ambition for herself and the children in her care. She is committed to her continuous professional development. She fully understands the positive impact this has on outcomes for the children and makes excellent use of training opportunities to continually enhance her practice. The childminder is also dedicated to mentoring newly registered childminders and shares her superb knowledge.
- The childminder respects children's individuality. She ensures that her practice is fully inclusive and is skilful in how she teaches children about similarities and difference. Planned, meaningful outings enhance children's experiences and encourage children to develop an astute understanding of communities wider than their own.
- Children's language and communication skills are exceptionally good and they are confident speakers. The childminder models good language skills and understands the importance of posing open-ended questions. The environment, both indoors and outdoors, is rich in text and language opportunities. Children listen with intent to instruction, for example, when they participate in group board games. They show sustained levels of concentration and have time to think and process information before they respond.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are paramount. The childminder is committed to ongoing training to ensure she is up to date with current practice. She has a comprehensive understanding of her role and responsibility to protect children from harm. The childminder is extremely secure in her knowledge of how to report any concerns. She has a sound knowledge of possible behaviours, signs and symptoms that may suggest a child is at risk. The childminder rigorously ensures children's data is protected. The childminder meticulously carries out risk assessments of the premises and equipment, making sure children are cared for in an extremely safe and secure environment.

Setting details

Unique reference number	560187
Local authority	Essex
Inspection number	10127076
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 April 2015

Information about this early years setting

The childminder registered in 1993 and lives in Great Bentley, Essex. She operates all year round, from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder receives funding for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector took account of the written views of the parents.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022