

Childminder report

Inspection date: 27 June 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have incredibly warm relationships with the childminder, who greets children with warm cuddles as they run to her on arrival. The childminder provides an abundance of play opportunities designed to stimulate children's interests. As a result, children are eager to participate and have a deep desire to learn. Children learn how to build dens in the woods and seek out woodland animals. They experience new life while visiting the farm to see baby lambs in spring. Children talk about 'cocoons' when discussing how a caterpillar transitions into a butterfly.

The childminder promotes children's vocabulary constantly. As a result, children have excellent communication and listening skills. Children read 'The Hungry Caterpillar' story and say 'He is hungry' or 'He is full up now.' They retell the story using props and count as they recall the caterpillar eating 'three plums' and 'four strawberries'.

Children show remarkable self-awareness due to exemplary teaching and guidance. They form lovely friendships with their peers. Older children guide younger children as they tell them 'It is my turn' and 'It is your turn' when playing games. Children show incredible self-awareness as they say, 'I am speaking to you', when talking and 'I could injure myself', when reminded about safety. They develop trusting relationships with the childminder, who is an excellent role model to the children. The childminder teaches children to understand how their behaviour may affect others. As a result, children self-regulate and learn to manage their feelings.

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

- The childminder expertly constructs a highly effective and enriching learning environment. Children discuss cause and effect. For example, they say that sand becomes 'sticky' when water is added to it and they describe things as 'overflowing' when filling containers. They talk about how shapes change when manipulating the play dough and say, 'I have a wriggly worm.' Children have a love of books and choose their favourite stories. They suggest alternative endings and repeat what they have remembered from the previous day.
- Teaching is outstanding. Children learn about the life cycles of bugs and plants. They plant seeds in glass containers, water them and observe the roots as they grow. Children walk on bucket balance stilts and show pride in their achievements. They use their gross motor skills as they climb on the climbing frame. Children flourish and make exceptional progress in their learning and development.
- Routines help children to have structure to their day. They anticipate what may happen next. Children expertly cut fruit, supervised by the childminder, and confidently pour their drinks. For example, they talk about how they will cut a

plum and ask why it has a stone. Children enjoy listening to the childminder's explanation. Children are very independent and run to wash their hands before meals.

- Children understand their own identity and families. They learn about different cultures and join in various celebrations throughout the year to give them an understanding of the diversity of the world in which they live.
- The childminder is passionate about children having the best possible start at her setting. Settling-in sessions are tailored to meet children's needs and family circumstances. This helps children to feel happy and highly confident in her care. Transitions are managed very well and children are well prepared for school. The childminder has good links with local settings, where information is shared about the children.
- The childminder has experience in supporting children with special educational needs and/or disabilities. She can identify when children are not making progress and require early intervention. Furthermore, she works in collaboration with parents and other settings to ensure children are fully supported.
- Parent partnerships are outstanding. The childminder ensures parents are fully informed and involved in their children's learning journey. Parents speak highly about the childminder and their children's 'amazing progress'. They are given strategies to support their children's learning at home. Children's learning is a continuous process due to this joined-up approach.
- The childminder is wholly committed to providing exceptional quality early years childcare and education. She keeps her knowledge and training updated regularly. Additionally, she mentors her assistants and other childminders in her area. The childminder has exceptionally high expectations for children's learning. As a result, children make outstanding 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	EY286374
Local authority	Essex
Inspection number	10344274
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 August 2018

Information about this early years setting

The childminder registered in 2004. She lives in Harlow, Essex. The childminder operates Monday to Friday, from 8am to 5.30pm, for 48 weeks of the year, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Linda Cranny

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 provider.
- The childminder and the inspector completed a learning discussion together to understand how the provision is organised.
- The inspector carried out an observation of an activity with the childminder.
- The inspector spent time observing the quality of education and teaching.
- The inspector talked to parents and took account of their views.
- The childminder shared documentation, including evidence of suitability and training certificates, 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.

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 2024