

Childminder report

Inspection date:

20 September 2023

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 are highly successful learners. They are curious and inquisitive in their explorations. The exceptional homely environment enables children to experiment and learn through play. Children interact with grace and courtesy. They have a positive sense of self and are extremely independent. Children are making excellent progress in all areas of learning. It is clear that the childminder has a central role in making a difference to their development.

Behaviour is outstanding. Children are exceptionally kind and are learning the fundamentals of interaction, patience and sharing. The childminder skilfully supports the children to practise these skills, giving them opportunities to master them. Children are chatty and like expressing themselves by using words. They engage in conversations and learn new vocabulary, adding to their own dictionary. Children are deep thinkers and question, enabling them to build on their knowledge and understanding of the world.

Children are highly imaginative and are keen to mimic roles, for example, caring for babies. They show empathy and elements of compassion as they check on each other during play. Relationships are warm and friendly. The childminder is nurturing and helps children to feel very safe and secure. Children make up their own games and use the unique spaces that are provided. Children use the cupboard under the stairs as a den and relish in the excitement of playing in there.

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

- The childminder is an outstanding role model. She uses her experience and skills in observing children and understands what their individual needs are. The environment and curriculum work in partnership. They are challenging and innovative. The childminder introduces different levels of an activity, for example, having different-sized slides, so children have opportunities to take risks and challenge themselves. They have opportunities to play both indoors and outdoors safely. The childminder follows the interest of the children and encourages them to make choices in their play.
- Children are introduced to varying concepts, helping them develop an awareness of mathematical language. They talk about shapes and count along in their activities. Children count as they build towers with the bricks and identify colours and describe textures. The childminder is consistently adding to the children's learning. For example, at snack time, she talks about the apples and makes comparisons in tastes. She introduces the correct names of types of apples, extending their learning even further. Children are well prepared for their next stages in education and are given essential life skills. These provide a solid foundation for children's next steps and future potential.

- Children use extensive vocabulary. For example, when they talk about motorbikes, they say, 'It has an exhaust' and 'It's going really, really fast.' They use descriptive vocabulary related to size, for example, 'It's a big tractor; it's massive.' Children pay attention to detail. For example, they take time to fill a small jar with play dough until it is full. They persevere turning the lid until it is firmly in place. Children are proud of their achievements, and these are celebrated. For example, when children use the potty independently, everyone claps them. Children learn about healthy lifestyles, and physical exercise is encouraged. They eat a healthy balanced diet and are provided with appropriate choices. Children use cutlery confidently. They show willingness to try and persevere when things are difficult. Children are learning about living in a healthy planet and actively learning about reusing and recycling.
- Parent partnerships are outstanding. Relationships are built on open communication and shared values. The childminder is proactive in sharing information about the children's learning and development. Parents contribute to the learning and children make rapid progress, especially evident in the development of their language skills. Parents are extremely happy with the care that is provided and talk fondly of the childminder. They share that the childminder is professional and exceptionally attentive. The childminder works with other professionals and provides an inclusive environment for everyone. She ensures that she is active in learning about her families and offers consistent help and support.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is highly prioritised and embedded in practice. The childminder is aware of her duty of care and responsibilities to help keep children safe. She knows the possible signs of abuse and behaviour children may express. There is a clear procedure in place for reporting concerns and referral to local agencies if required. The childminder is aware of safeguarding issues, such as county lines and the 'Prevent' duty. She recognises that children need protection from unsafe situations and experiences. The childminder has attended relevant training and keeps up to date to maintain current knowledge and awareness of keeping children safe.

Setting details

Unique reference number	EY307635
Local authority	Essex
Inspection number	10289223
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder operates all year round, from 7.30am to 5.30pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 childminder.
- The childminder showed the inspector all areas of her premises, and they discussed how the childminder ensures that the premises are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning and the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key 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.

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 2023