

Childminder report

Inspection date: 23 February 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 thoroughly enjoy their time with the skilful and enthusiastic childminder. They are extremely happy and demonstrate that they feel fully safe and secure as they take full advantage of the activities provided. Children become entranced as the childminder reads them stories, helping them to relish every detail. She draws out every ounce of learning. Children develop excellent behaviours. When they struggle to share, she patiently supports them to sort out their differences together. Children learn beautiful manners as they politely address the childminder and visitors. They help to fetch toys and tidy up cheerfully. Children tackle every adventure and challenge with determination.

The childminder relentlessly encourages children to remember and build on what they have learned. For example, children remember that they have been practising colour matching as the childminder encourages them to consider which prime colours they need to make brown. The childminder is extremely ambitious for the children, including those with special educational needs and/or disabilities. She gathers comprehensive information from families when children start and uses this to plan precisely for their individual needs. Children benefit from a tremendous range of experiences that fully prepare them for the next stage in their learning.

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

- Children cement their independence skills as they tidy away after their play, commenting on how strong they are when carrying boxes of toys. They learn to dress themselves independently through activities, such as laying out and putting on superhero costumes. They learn about good hygiene as the childminder teaches them that they need to wash their hands to remove dirt and use antibacterial gel to remove germs. They develop skills that equip them for later life.
- Partnerships with parents are strong and sharply focused on supporting children's continued development and learning between home and the setting. The childminder has produced activity packs for children's home learning with ideas and resources that provide precise guidance for parents. She has created a library of these which she also loans to other childminders in the local area.
- The childminder has sponsored a child in a developing country. Children write and receive pictures and drawings that expand their awareness of communities other than their own. Children take part in fundraising activities and learn about people who help us as they visit shops and libraries in the local area. The childminder takes every opportunity to support children to think about what makes them unique. For instance, she encourages a group of boys to use mirrors to compare their hair and eye colour when playing hairdressers. They are excellently prepared, through extensive activities, for life in modern Britain.

- The childminder skilfully links books to children's wider experiences. For example, at snack time, children remember all the fruits that they tried recently, and that they were the fruits in 'Handa's surprise'. They ask to read the book again and discuss the taste and textures of the fruits. They learn language to express their emotions as they consider what Handa is feeling. They have a strong sense of how books relate to real-life experiences and abundant opportunities to develop new vocabulary.
- Children have excellent opportunities to practise their physical skills in the excellently thought-out garden and on their walks in the woods, whatever the weather. The childminder plans skilfully judged activities, such as a tinker box, that develop children's finger strength and fine-motor skills in preparation for later writing. They practise carrying their lunch on a tray and using a knife and fork. They are fully equipped to cope with the physical demands of the next stage of their learning.
- The childminder works closely with parents to scrupulously analyse their children's progress. When children's speaking and listening is slower to develop, she takes advice from local speech and language services and makes swift referrals. When children do not meet the threshold for support, she accesses specific training so she can support their particular needs with even more expertise. All children make rapid progress as their speaking and listening is expertly supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training. She supplements this with her own research about current safeguarding concerns through organisations, such as the NSPCC. She provides parents with extensive information about how to keep children safe online that she has obtained through her research. She has an excellent understanding of wider safeguarding concerns, such as county lines. She understands that radicalisation in the local context and is alert to this. She shows a determined commitment to keep children safe.

Setting details

Unique reference number	EY334179
Local authority	Essex
Inspection number	10127153
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	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 June 2015

Information about this early years setting

The childminder was registered in 2003. She operates all year round from 7am to 4pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder provides funded early education for two-, three- and four-year-old children. She holds a qualification in childcare at level 3.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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.
- The childminder provided the inspector with a sample of key documentation on request.

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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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

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