

Childminder report

Inspection date:

5 August 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and secure at this extremely welcoming setting. They confidently say goodbye to their parents. The childminder knows the children and their families extremely well and she supports them to the best of her ability. Children consistently demonstrate how safe and secure they feel as they confidently explore the childminder's home. Children benefit greatly from a range of exciting, stimulating and challenging activities and experiences. The well-organised environment promotes children's natural curiosity. Children are enthusiastic, inquisitive and highly motivated to learn. They develop excellent communication skills and confidently articulate what they know and can do, which prepares them extremely well for their future success. Children enjoy the time spent outdoors. They engage readily in self-chosen activities and stay focused for long periods of time. They persevere with challenges, such as using pipettes to suck up water.

Children positively flourish in the exceptionally nurturing setting, where their happiness and development are paramount to the childminder. Children are treated with the highest level of respect for their own unique characters. Children's behaviour is exemplary and they develop high levels of confidence and social skills. There is a strong focus on friendship and kindness, and children are encouraged to engage with and help each other as they play. They are taught to have patience and show respect for others. For example, children go to the local care home frequently.

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

- Partnerships with parents are strong. Many children and families have remained with the childminder for many years. The childminder knows families very well. She keeps parents well informed of children's progress by providing lots of practical ideas that can be carried out at home. She also offers workshops to provide parents with further knowledge around the curriculum and how children learn.
- Parents and other professionals speak very highly of the childminder. They say that they are fully informed and involved in the children's learning. They appreciate the emphasis on learning through children's natural curiosity, the love of outdoors and being part of the local community.
- The highly skilled and experienced childminder is confident, dedicated and passionate about her work. She works very hard to maintain quality and develop her own practice. She takes time to seek out new training. She is an active member of networking groups and shares her knowledge with others. She responds quickly to changes and updates in the sector. The childminder is motivated to read, review and reflect to improve the service she provides.

- The childminder has developed an ambitious and meaningful curriculum for the children that is highly effective. Children are helped to rapidly make connections in their thinking and understanding. Their ability to remember what they have learned is evident. For example, a child explains that the shell sinks when full of water but floats when it is empty. The childminder gathers useful information when children start at her setting. She uses this to help sequence their learning. The pace of activities is relaxed and matched to children's individual interests and needs.
- The childminder is a positive role model. She is sensitive and caring towards the children. The childminder recognises when children require extra support and promptly attends to their needs with genuine care and concern. For example, she supports children to break down longer words into syllables or repeats unclear words spoken by a child in her response.
- There is excellent support for children's growing communication and language. The childminder introduces new vocabulary through children's play. For example, while exploring shells, they look at patterns on them. The childminder introduces the word 'spiral' and the child confidently replies, 'that's like lots of circles together'.
- Being a part of the local community is important to the childminder. She has created an outdoor library that not just children who attend the setting can access, but all children locally. They use the local environment for regular trips out. For example, they enjoy a trip to the woods to act out one of their favourite books, called 'The Gruffalo'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding and child protection. She ensures that her knowledge is up to date by attending regular training in child protection and paediatric first aid. She is confident to share her knowledge to ensure that children are kept safe from harm. The childminder understands wider areas of safeguarding and has awareness about potential local issues. She can talk with confidence about what she would do in a range of scenarios. Children are well supervised. The home is regularly risk assessed and maintained to a high standard.

Setting details

Unique reference number	EY336038
Local authority	Essex
Inspection number	10073683
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 May 2016

Information about this early years setting

The childminder registered in 2006. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lisa Weston

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 provision.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and inspector observed children playing and discussed the quality of education.
- The inspector viewed the areas of the childminder's home that children use to ensure that they are safe and suitable.
- The inspector viewed relevant documentation, including evidence of suitability checks of the childminder and training certificates.
- The inspector spoke to parents and took account of their views.

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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