

Childminder report

Inspection date: 2 March 2020

Overall effectiveness	Outstanding
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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 extremely happy and thoroughly enjoy their time with the childminder. They are exceedingly motivated to explore the wide range of stimulating resources and activities. For example, babies delight in examining blue-coloured jelly, oats and hooped cereal. They strengthen the small-muscle movements in their fingers. Babies concentrate on squeezing and grasping handfuls of the different textures. They scoop up the mixtures with large metal spoons. Babies have the freedom to transport these into recycled dishes and muffin trays. They grin with pleasure as they pinch big chunks of jelly. Babies are highly engaged and focus on the activity for a long time. They beam with delight as the childminder enthusiastically praises them for trying hard. Babies persevere in tipping their concoctions into larger and smaller containers.

Children relish the opportunities to investigate innovative resources that the childminder makes herself. For instance, they eagerly post pom-poms into the top of recycled milk bottles. Children learn about colours and count them as they discover them below. Children have formed exceptionally close bonds with the childminder. They feel incredibly safe and secure in her warm and nurturing care. Children flourish in this superb learning environment.

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

- The highly skilled childminder uses every opportunity to intelligently extend children's learning through their play. For example, as they enthusiastically drop cars down a spiral chute, she teaches them about size and colour. She gives children time to figure out how to get cars to move when they get stuck. The childminder introduces them to new words, such as 'traffic' and 'spiral', as they continue to play.
- Children have fabulous opportunities throughout the day to build on their physical skills. For instance, they take long walks along the beach and throw pebbles into the sea. Children visit local parks and playgrounds. They relish playing in the childminder's wonderful garden with the mud kitchen, bug house, slides and built-in race track for their cars. Babies gain confidence on their feet as they balance and pull themselves up on tables. They know that there will be something exciting to explore and play with.
- Partnerships with parents are exceptional. They are thrilled with the outstanding progress their children make. Parents comment that they are 'extremely happy with her care'. They are delighted with the fantastic opportunities their children have to explore the world around them, such as trips to farms, the aquarium and the library. Parents value the excellent communication they receive. They have regular meetings, receive reports about their children's development and enjoy daily updates.

- The dedicated childminder meticulously tracks children's progress. She plans activities in detail to extend their next steps in development. The childminder takes children's individual learning styles into account. She impressively adapts activities to ensure that children remain focused and access all learning opportunities possible. She attends training to further her already expert skills that specifically relates to the children in her care. She proactively incorporates new training and knowledge into her practice.
- Children gain a tremendous understanding of how they are unique. For example, babies who have parents from diverse backgrounds learn how to say 'grandpa' and 'grandma' in their parents' first language. Children learn about the festivals and celebrations from their parents' country of origin as well as those in their local community. The childminder is an outstanding role model to children. They learn to respect each other and are kind and thoughtful.
- The childminder is highly reflective and is always looking at how she can improve. She sets very high standards for herself. The childminder continuously researches new resources and activities to offer children. She works with a network of childminders who meet regularly to share ideas. They keep each other up to date with changes in legislation and offer each other support. Children develop a wonderful group of friends and look forward to seeing them. They are impeccably well behaved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes safeguarding her highest priority. She has a thorough understanding of the signs that a child may be at risk of harm or neglect. The childminder has completed extensive training and her understanding of updated legislation is impressive. These skills enable her to take immediate action should she have any concerns about a child's welfare. The childminder has identified potential risks in her surrounding area that could affect children and families. She provides parents with information to help keep their children healthy and safe.

Setting details

Unique reference number	EY405722
Local authority	Southend-on-Sea
Inspection number	10137479
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 May 2014

Information about this early years setting

The childminder registered in 2010 and lives in Southend-on-Sea, Essex. She operates all year round from 7am to 6pm, Monday to Friday, 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

Angela Doherty

Inspection activities

- The inspector viewed all areas of the childminder's home that children use.
- The inspector spoke to children and the childminder at convenient times.
- The inspector and the childminder discussed children's learning and progress, and evaluated a learning activity together.
- The inspector took account of parents' views through written references and feedback forms.
- The inspector observed the childminder interacting with children during activities.

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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