

Childminder report

Inspection date:

15 March 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 have a delightful time with this skilful and dedicated childminder. They show that they are fully settled and secure. Children become deeply involved in their play and confidently reflect on their achievements. For instance, children compare the flowers they see in the garden to the pictures they have painted. They explain what they like about their work and what they will do differently next time. Children show high levels of empathy and concern for their friends. When a child notices that their friend is feeling tired, they confidently and politely ask others to move from the sofa so that they can rest. They stay with their friend, offering comfort and reassurance.

Children's behaviour is impressive. They demonstrate high levels of self-control and learn to manage disagreements without conflict. When very young children want to play with their older friends, the childminder teaches them how to approach and ask for what they want. When children are finding sharing tricky, they confidently ask the childminder for support. They know they will receive the support they need to find a solution together. All children learn to express their needs and become fully confident communicators.

Children's needs are fully met as the childminder gathers precise information about them through her discussions with parents and her astute observations. All children, including those with special educational needs and/or disabilities, make rapid progress in their learning and development.

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

- The childminder works with her local authority to promote effective relationships with the childminding community. She is instrumental in a local network that shares researched-based information. For example, she has shared research into speech and language development, which has increased awareness of early indicators of speech and language delay. This improves care and education for children both in and beyond the setting.
- All children learn that their views are important. The childminder scrupulously ensures that all children's communication, whether loud or quiet, is valued. Children discuss and vote for activities. They show excellent self-control as they learn that decisions sometimes do not go their way. When children are more hesitant to express their opinions, they are fully supported by the childminder and the kindness of their friends. Children grow in self-confidence and self-esteem, which soundly equips them for life's challenges.
- The childminder has developed a deep understanding of how children develop their mathematical skills. At a very young age, children learn concepts such as 'more' and 'less' and can apply these in their play. The childminder uses

mathematical language with the children at every opportunity. She has developed activities that teach children to instantly recognise the number of objects in a small group. This is a key skill in mathematical learning. The childminder shares her strategies with parents so that they can do the same at home. This means that children continuously practise and build on their mathematical skills.

- Children are fully involved in assessing and managing their own risks. For instance, they judge their speed on the garden roller coaster, carefully cut their own fruit, and consider the risks they may encounter on outings. Children choose from healthy snacks and learn what happens to their bodies when they eat less-healthy food. They learn important skills that prepare them for later life.
- When children require additional support in their learning, the childminder immediately puts in place a plan. She fully includes parents in assessing what their children need to thrive. She makes swift referrals to specialist services and implements successful strategies that she has learned through her research and guidance from professionals. She ensures that all those involved have a shared understanding of how to implement strategies. Consequently, children benefit from a fully joined-up approach that leads to the best possible outcomes.
- Partnerships with parents are superb. Parents highly praise the contribution the childminder makes to their children's development. The childminder uses innovative ways to support children's continued learning at home. For instance, as a result of the COVID-19 pandemic, the childminder identified that children had limited attention spans for sharing books and stories at home. The childminder worked with parents and local childminders to create a bank of videos of them reading stories. This helped to improve children's focus on stories. The childminder also used this as an opportunity to raise awareness with children and families of constructive uses of information technology.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a determined focus on keeping children safe. She has an excellent understanding of the signs that a child may be at risk of harm and of the local safeguarding partnership procedures. The childminder has a secure knowledge of wider safeguarding concerns, such as radicalisation, and is alert to local issues. She is clear about the steps she must take if an allegation is made about her or anyone associated with her setting. She teaches children valuable lessons that help them to understand how to keep themselves safe. For example, when they undress for physical education, she encourages them to think about how to respect their own and other people's privacy.

Setting details

Unique reference number	EY406072
Local authority	Essex
Inspection number	10127212
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	28 September 2015

Information about this early years setting

The childminder registered in 2010 and lives in Rochford, Essex. She operates all year round from 7am to 5.30pm, Monday to Thursday, and from 7am to 3.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning and development.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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