

# Childminder report

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Inspection date:

14 February 2025

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are extremely happy in the caring environment the childminder has created. They demonstrate delight when interacting with their peers and the childminder. Children are extremely proud of their achievements and celebrate what they know and can do.

A language-rich environment supports all children to be effective communicators. The childminder adapts her teaching methods to meet each child's level of ability to communicate. For example, she encourages younger children, who are still developing their language skills, to communicate using gestures and pointing, while role modelling the corresponding language to them.

Children are highly independent. They demonstrate the skills they have learned by recalling and repeating activities they have been taught by the childminder. For example, children prepare their own snack by washing and cutting fruit and lead their own tidy-up time, encouraging the adults present to help them to tidy.

The childminder knows the children extremely well and is highly responsive to their individual needs. For example, when children become upset taking turns at an activity, she sensitively supports them to regulate their emotions and share resources with their peers. This gentle reminder of the behavioural expectations helps children to learn to behave impeccably. They replicate these interactions when playing independently, mirroring the childminder and showing kindness and respect towards one another.

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

- The childminder has created a rich and broad curriculum to provide children with opportunities to explore the world around them. The childminder has an excellent knowledge of the children in her care and carefully plans activities to support them to practise existing skills and develop new ones. The childminder uses outings in the local community to support individual children. For example, children who may find interacting with unfamiliar people difficult are supported to build their confidence in social situations such as community stay-and-play groups. Children who need some support developing their gross motor physical skills do so at soft-play sessions, where they are able to climb and move in different ways.
- The childminder works collaboratively with parents to support all children to make excellent progress. She gets to know the children and their families well and uses this knowledge to provide tailored support to families that helps them understand their children's learning and overall development. For example, the childminder offers support with milestones such as toilet training and the use of

dummies. She gives parents tips of how to reduce dummy time at home by explaining what she does when children are in her care, helping to build consistency between the child's home and setting.

- The childminder has a clear and ambitious vision to provide ongoing high-quality, inclusive care and education to all children. She has taken on board feedback from previous inspections, using this as a tool to support her continuous professional development. The childminder strives to continually improve and accesses regular training to support her to do this. She keeps her knowledge up to date and actively researches new initiatives and ways to educate young children.
- Parents speak extremely highly of the childminder. They praise the home-from-home feel and flexible service that she provides. Parents state that the childminder goes above and beyond for their children. She provides all children with individualised support to help them make excellent progress. Parents state the communication between them and the childminder is highly effective. They feel well informed and part of their child's learning and development, and they would highly recommend her service to others.
- The childminder works in partnership with other settings and schools to ensure children are making excellent progress in all aspects of their learning and development and to prepare them for transitions and next stages in their education journey. The childminder understands what makes her unique and uses this as an advantage for children. For example, when assessments are carried out on children's learning, such as the 30-month development check, she replicates this when children are in her care to check they are achieving the same outcomes. The childminder has observed that often children are able to complete more of the tasks with her as it is often a quieter, more relaxed environment. She then shares this knowledge with others to give an accurate picture of what children can do and identify any areas of concern.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY417003                                                                          |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10368388                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 7                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 19 March 2019                                                                     |

## Information about this early years setting

The childminder registered in 2010. She lives in Harlow, Essex. The childminder operates from Monday to Friday, from 7am to 5pm, all year round, except for bank holidays and family holidays. She offers government funded places for children aged nine months to four years.

## Information about this inspection

### Inspector

Jessica Whiteley

### Inspection activities

- The inspector and childminder carried out a discussion about children's learning. The childminder talked to the inspector about how she plans her curriculum and what she wants children to learn.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector considered the views of parents through discussions and written feedback.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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