

Childminder report

Inspection date:

7 September 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 flourish in the highly exciting and vibrant environment. They have secure emotional attachments with the nurturing childminder. Children communicate easily with her and share their news. Children benefit from the childminder's deep understanding of how children learn and develop. The quality of the learning experiences and opportunities available to the children are exceptional. Children explore shells and fossils and share that an ammonite is a sea creature that lived a long time ago. They have meaningful conversations with their peers about how the rays from the sun dry the clothes on the washing line.

Children behave exceptionally well. The childminder has high expectations for their behaviour and children respond well to her clear and consistent boundaries. Children show great respect and care for each other. For example, they share stories, while smiling and clapping in excitement together. Older children help younger children with their shoes. Children are very polite and say, 'excuse me' and 'please' without prompting.

Children use astounding language and vocabulary. For example, they remember and understand impressive words, such as 'lava' and 'erupt'. Children excitedly discuss their ideas and thoughts on what happens when a volcano explodes. They talk about lava being hot and coming up from the ground. One child says, 'That's how we get fossils'.

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

- The childminder ignites children's desire to learn new things. For example, younger children spend time balancing scales with perseverance. Children learn concepts, such as 'heavy' and 'light'. They clearly know that they need to add more to balance the scales. The childminder motivates them to sort, count in sequence and extend their knowledge ever further.
- Children benefit from the childminder's excellent teaching skills. She kindles children's curiosity and inspires them to learn. For example, they become engrossed as they use a magnifying glass to examine shells. The childminder embeds their learning even further by asking questions. For example, she asks, 'What can you see? I wonder what type of creature lived in that shell?' Children pause for thought and reply, 'a crab'.
- The childminder provides amazing experiences that enrich children's lives. Children meet lots of people within the wider community. They visit the fire and police station. Children also go on trips further afield to the zoo, seaside and ride on a double-decker bus. This helps children to develop awe and wonder of the world around them.
- The childminder supports children's love of books and rhymes. She reads books

animatedly. Children watch and listen avidly as she creates a magical world in which they are eager to take part. Children squeal with excitement as the childminder chants the wrong words when singing a rhyme. Children fill in the correct words and shout out, 'No, it's swinging in the tree, not having a cup of tea'. During play, children giggle together as they recite lines from their familiar stories, for instance, they say, 'Alligator, cheese grater'.

- The childminder creates an enriching and inclusive environment. Children develop an excellent understanding of other cultures and people beyond their own. They explore and examine items from different countries, such as toys and clothing. Children learn about others' way of life and begin to make comparisons with their own. They find out about foods from around the world. Children learn about animals and look at the differences and similarities of animals, such as cheetahs and leopards. They recognise that each animal has different markings and excitedly explain, 'Cheetahs have black tears'.
- Children are independent and proud of their ability to carry out personal routines. They state that, 'Germs hide in little places' while demonstrating handwashing. Children peel their fruit, unwrap sandwiches and collect cutlery to set the table. The childminder values the importance of these skills to further enhance their development.
- Parents speak exceptionally highly of the childminder. They are extremely positive about the care and education that their children receive. For example, parents comment that their children are 'flourishing'. They praise the childminder for the 'enriching' activities which she offers children. Parents comment on the wonderful support the childminder offers them, especially about home-learning opportunities. This helps to provide continuity of care and learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure knowledge and understanding of how to keep children safe. She is fully aware of the signs and indicators that could mean a child is at risk of harm or abuse. The childminder has clear procedures to follow should she have concerns about a child's well-being. She has exemplary knowledge of wider safeguarding issues, such as female genital mutilation, breast ironing, county lines and radicalisation. The childminder takes steps to help ensure her home is safe. She carries out regular risk assessments and this helps to assure children's safety and welfare.

Setting details

Unique reference number	EY428557
Local authority	Essex
Inspection number	10127230
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 3
Total number of places	6
Number of children on roll	27
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2011. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Diane Middleton

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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the setting and the inspector also spoke to parents face to face.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector evaluated an activity.

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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