

Childminder report

Inspection date: 19 April 2023

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 attend this childminder's unique setting with enthusiasm, joy and fantastic levels of energy. They have an amazing approach to learning and they quickly become engrossed in their enriching learning environment. Children form strong and warm attachments with the childminder and her assistants. They freely explore and show interest in all areas of their accessible surroundings. As a result, they continuously build on their knowledge, understanding of the world, independence and emotional resilience.

Children behave extremely well. The supportive childminder has high expectations of them and children rise to the challenge by following the setting's routine exceptionally well. Children develop the skills needed to become resilient learners. For example, they have an amazing time exploring the dressing up area and this helps to support their independence and self-help skills, as well as imagination. The childminder and the assistants share pride in children's achievements and praise them for their efforts. This helps all children feel valued and happy during their time at this setting.

The childminder supports and enhances children's communication and language skills to very high levels. She introduces new and ambitious words, such as 'book cover', 'pages', 'writing' and 'cocoon' and continuously engages children in meaningful conversations. Children have great opportunities to make predictions, think of their own ideas and put these successfully into practice. This helps to build on their cognitive development and critical thinking.

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

- The childminder has created a rich and meaningful curriculum that is extremely well-sequenced. She has a very clear vision of what she wants children to learn. Also, children with special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported and make remarkable progress. The childminder and her assistants are exemplary role models and have warm and caring relationships with children. For example, young children enjoy engaging in pretend play in the home corner with their key person and older children have an amazing time exploring puzzles. Children listen intently to adults and respond well to their instructions.
- Children's natural curiosity is fostered through reading stories with an adult. They confidently identify all the fruits 'The Very Hungry Caterpillar' eats, which leads to meaningful discussions about their colour and texture. Children recall events from the story with ease and make predictions. Furthermore, they successfully count all the fruits to build on their mathematical skills.
- Children have fantastic opportunities to stay active and healthy. In the garden,

they enjoy exploring the seesaw with their friends while singing out loud and giggling with excitement. This helps strengthen their social interactions. In addition, children learn more about nature and different weathers to broaden their experiences and understanding of the world.

- The childminder excels in providing new and exciting learning opportunities for all children. For example, younger children have an amazing time exploring the texture of the play dough, moulding it and rolling it in their hands to build on their fine motor skills. Older children skilfully use different tools and cutters, including scissors, to create pretend food for the 'hungry caterpillar'. Children also enjoy engaging in mark-making activities in the garden to develop their pencil control and creativity. Younger children ascribe meanings to their drawings to support their cognitive development. Older children identify the first sounds in words, which supports the early reading skills.
- Partnership working with parents is strong and effective. They praise the childminder's highly ambitious approach to their children's development and progress. Parents value the childminder's nurturing, kind and gentle nature.
- The childminder's ethos for her setting is very ambitious. The childminder continuously looks for ways to make her setting inspirational and to provide meaningful learning opportunities for all children in her care. This is also supported by strong partnerships with outside agencies and an eagerness to professionally develop further.
- The childminder places a great emphasis on her assistants' well-being and professional growth. She has effective and strong systems in place to monitor their practice to benefit all children. The assistants feel extremely valued and well supported and enjoy working at this setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a strong and robust knowledge and understanding of safeguarding, including wider aspects of safeguarding, such as the 'Prevent' duty and county lines. The childminder has effective and accurate policies and procedures in place to guide her and her assistants, which she reviews regularly and shares with the parents. The childminder and her assistants understand the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. They complete regular training to keep their safeguarding knowledge current. The childminder takes steps to ensure that the setting and garden are safe. She carries out regular risk assessments, which helps to assure children's safety and welfare.

Setting details

Unique reference number	EY450283
Local authority	Essex
Inspection number	10280778
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 4
Total number of places	12
Number of children on roll	18
Date of previous inspection	15 September 2017

Information about this early years setting

The childminder registered in 2012. She lives in Brentwood, Essex. The childminder operates all year round, from Tuesday to Friday, from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder works with two assistants. The childminder and her assistants all hold qualifications at level 3, and one assistant works towards her level 5 qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed how the curriculum is organised and what the childminder wants the children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- The inspector had a discussion with the childminder's assistants about the care and education provided to all children.
- The inspector carried out a joint observation with the childminder and childminder's assistant.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistants to work with children.

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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