

# Childminder report

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Inspection date: 5 January 2023

| <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 | Met                |

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

### **The provision is outstanding**

Children flourish in this enriching and nurturing environment. The priority is on their well-being and happiness. This leads to confident, eager children, who are ready to learn. Children enjoy a wonderful learning environment with engaging activities that they can explore. They develop a sense of curiosity and fascination that leads to extended learning in all aspects of their day. The childminder and her assistant provide motivating opportunities that build on children's skills and knowledge.

Children form secure attachments with the childminder. Younger children arrive confident and separate from their parents happily. They are highly motivated to explore the learning opportunities available and become deeply engaged. The children are offered a variety of familiar activities linking to home, alongside new and exciting opportunities. Children embrace tackling the wide variety of new challenges with enthusiasm.

At sleep time, the children are comforted by the childminder with cuddles. The children are encouraged to make choices in every aspect of their day. This includes sleep time. They choose their favourite music, which plays gently in the background. Children settle contentedly in their beds. They are familiar with the regular routine and feel secure in this setting.

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

- The childminder has exceptionally accurate knowledge of children. She uses this knowledge to plan and offer children learning activities based on their interests and likes. This results in children making exceptional progress.
- The childminder and her assistant use a positive approach to learning. This supports children to feel confident in trying new skills. They develop resilience and a can-do attitude. The childminder plans a broad and challenging curriculum. She and her assistant make the most of every opportunity for children to practise skills already learned. By revisiting newly acquired skills, the children become secure in their progress. The childminder introduces new learning consistently, ensuring children reach their full potential.
- Interactions with children are excellent. Adults watch, listen and respond to children, ensuring they feel valued and respected. They extend conversations to support children's language skills and introduce new vocabulary and concepts. Children make excellent progress with their communication and thinking skills.
- Adults have high expectations for children's behaviour. The children and adults have very high levels of respect for each other. The childminder uses consistent, successful strategies to promote positive behaviour. The children demonstrate their understanding of the behaviour rules and show exemplary consideration to

others.

- The childminder and her assistant support children's independence extremely well. The whole environment has been thoughtfully set up to promote success. A self-care area offers children the opportunity to practise these skills. Children are involved in the preparation and serving of meals and supported to make healthy choices. Children feel empowered to make their own choices and demonstrate pride in being able to do this.
- Children regularly experience outings to the wider community. These trips are planned to directly support the next steps in children's learning, and in line with their interests. For example, a trip to a soft-play centre supports children's physical development and they can take risks in a safe environment.
- Parent partnerships are particularly effective. The families report how the childminder supports their views, and preferences for their children. In addition, they report how the childminder regularly exceeds expectations with home support. Parents say that the daily communication is excellent, and they feel very well informed of their child's day.
- The childminder uses specifically matched training to build on her skills, as well as those of her assistant, to meet the children's needs. The skills they gain are implemented effectively in the care and education they provide. The childminder uses reflection of her practice for continuous development of the outstanding care she offers. The childminder offers an inspirational service to the children and families she cares for.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are paramount at this setting. The childminder has a strict no visitor policy during childminding hours. Robust procedures are in place to ensure only suitable adults care for the children. The childminder and assistant ensure they keep up to date on appropriate training, including child protection matters. They are aware of the wider safeguarding concerns and are confident knowing how and when to report a concern about a child's welfare. Daily safety checks are carried out to ensure the environment is safe for children. The childminder teaches children how to manage risks and to use tools safely, including scissors.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY452584                                                                          |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10265393                                                                          |
| <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> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 5 June 2017                                                                       |

## Information about this early years setting

The childminder registered in 2012 and lives in Clacton, Essex. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3. The childminder works with an assistant.

## Information about this inspection

### Inspector

Sue Triscott

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into the account in their evaluation of the provider.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder, assistant and children, to help evaluate the quality of education.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed feedback from parents during the inspection and took account of their views.

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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