

Childminder report

Inspection date:

14 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children experience a robust and caring settling-in period, which enables them to feel extremely safe and secure in their environment. They have highly positive relationships with the childminder, seeking comfort from her when feeling unsettled. The childminder sits with them on her lap and talks gently to them.

Children experience a high-quality early education, as the childminder provides activities to meet each individual child's needs. The children enthusiastically talk about groups they attend and places they visit. They reflect on a visit to the woods on a walk and gathering items to use in their potions. Children are enthusiastic when they talk about helping to choose activities to borrow from a local toy library they go to with the childminder. The childminder expertly supports children in their play. She is eager to embed and extend their existing knowledge. For example, the childminder recognises children who have shown an interest in filling and emptying containers and provides them with a range of items to continue with their experimenting.

Children experience an environment that is highly rich in language. They experience new vocabulary to support their learning and embed existing language skills. While making potions, the childminder models the correct language for the variety of items available. For example, when children remove berries from a branch, the childminder explains that this is stripping the berries from the branch. Children immediately repeat this back, stating they are also stripping the branch.

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

- Children have a positive relationship with the childminder. She is highly skilled in ensuring that the children feel comfortable and are aware of what is happening. She gets down to the children's level and explains what will be happening next. The childminder talks to children about going into the garden and how they can join her when they are ready too. This enables children to feel extremely safe, secure and comfortable in their environment.
- Parents hold the childminder in high esteem. They praise how she ensures their children are developing and how she includes them by sharing information about their child's development and the next steps in learning. Parents talk about how the childminder provides them with high-quality feedback about their child's day. The childminder superbly supports parents by providing information on a range of activities that parents can do at home. This gives parents excellent opportunities to support their children's development.
- Activities are displayed to entice children to want to explore them. The childminder sets up a potion station with a variety of items for children to explore. It immediately captures their interest when they go outdoors. Children

have the opportunity to investigate a wealth of resources, which are regularly changed to meet the needs of each individual child. Children spend extended lengths of time concentrating intently on what they are doing.

- The childminder delivers a highly successful curriculum. Activities have a clear intent and, once implemented, the childminder reflects on the impact on children's learning. This enables her to continually move the children forward in their education. The childminder immediately thinks about and plans what she would like the children to be working towards next. Children make excellent progress during their time in the childminder's care.
- The childminder reflects on her own professional development and has completed a wealth of training opportunities. She uses the knowledge gained to ensure that she is up to date with relevant information. For example, the childminder has completed training at level 3 in special educational needs. This enables her to offer exceptional support to children in her care so that they make the very best progress in their learning.
- The childminder uses her skills expertly to ensure that children's speech and language develops rapidly. She introduces children to new words through the use of activities and books and sensitively models the correct word. Children enjoy a wide and varied selection of books that are readily available. They take part in rhyme-time sessions at the local library.
- The childminder ensures that the children have regular access to a variety of groups within the community. They enjoy going to toddler groups, which offer excellent opportunities to develop their social skills. The childminder uses these visits to support children's understanding about their local environment and to raise their awareness about being safe while outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to safeguard the children in her care. She has excellent knowledge of the signs of abuse and what would cause her to raise a concern. The childminder is very clear about the procedures to follow if she is concerned about a child in her care. She has a deep understanding about her duty to protect children in her care. The childminder has completed safeguarding training to ensure that she remains up to date with all relevant information in order to protect children.

Setting details

Unique reference number	EY461722
Local authority	Essex
Inspection number	10236158
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	6
Number of children on roll	6
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Essex. She works all year round, from 8am to 6pm, Monday to Wednesday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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