

Childminder report

Inspection date: 8 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's home-from-home environment. They form the most loving and special bonds with the childminder, who has a strong focus on supporting their emotional well-being. Children settle extremely well and show they feel utterly safe and secure in her presence. The childminder models patience and kindness. Children readily offer praise and encouragement to their peers. Older children praise the younger children when they walk a few steps. Children are exceptionally well behaved and know what is expected of them. The childminder supports them to recognise their emotions and self-regulate. Using an emotions chart, children correctly identify that they are grumpy because they are thirsty and need a drink.

The childminder provides the children with a varied selection of literacy resources. They learn a range of new information from books and develop a love of reading. Children confidently recall what happens next in stories. They enjoy snuggling on the childminder's lap and giving the characters' names. Children are articulate and the childminder routinely adds new words into their vocabulary, such as 'fluffy' and 'autumn'. Children learn new words and concepts quickly and apply them immediately in their play. The childminder provides children with a wide range of activities that spark their imagination and curiosity. Children are inquisitive and tell the childminder what they would like to learn about next. The childminder is highly skilled in supporting children's communication and language skills. She regularly sings songs with the children, as she has seen that this increases their language the most. Children are extremely confident communicators. They thoroughly enjoy filling in the missing words in songs and phrases, such as 'Bingo the Dog'.

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

- It is evident that the childminder loves her job and the children she cares for. She gets to know the children and their families exceptionally well. Children see her as an extended family member. The childminder's love and care for the children show particularly in the pure joy she shows when children achieve things that they had previously found difficult.
- Children's emotional security, self-worth and well-being are at the heart of the childminder's practice. She understands that children's emotional needs must be met in order for them to be able to access other aspects of their learning and development. Consequently, all children make excellent progress.
- Learning through play is a strong element of the childminder's practice. Her curriculum is exceptionally well thought out. It is interesting and varied and includes activities that she knows the children will enjoy, but that will also enhance their learning to the highest level.
- The childminder is passionate about investing in each child's individual needs.

She has an excellent knowledge of how children learn and uses this to build on what children already know and can do. The childminder makes learning extremely fun. Consequently, children show high levels of engagement and participation. This helps them learn a range of new skills, such as threading beads and adding and subtracting numbers, at a young age.

- The childminder makes children feel really special and valued. She regularly tells them how proud she is of them. The childminder reassures them and builds their self-esteem and confidence at every opportunity. Children glow with happiness when the childminder praises them or shows them affection.
- Partnerships with parents make a positive contribution to children's development at the setting and at home. Parents comment on the outstanding care the childminder provides and the excellent progress their children have made. The childminder contacts parents throughout the day to help them feel a part of their children's experience. She helps parents to know how best to support their children's learning at home.
- The childminder goes above and beyond to provide all children and their families with the best possible care and education. When they are struggling to access outside support, she completes additional training and creates her own plans to support children's needs. As a result, any gaps in children's learning are swiftly addressed and children are ready for the next stage in their education, such as school.
- Children learn about each other's cultures and ways of life beyond their experiences. They contribute to their local community. The childminder and the children buy food to donate to local food banks. Children visit the local care home to play with the residents. They also experience regular trips out to the local forests, libraries and community events that they take part in.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY462429
Local authority	Essex
Inspection number	10297129
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 May 2023

Information about this early years setting

The childminder registered in 2013. She lives in Warley, Essex. The childminder operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She also works from additional premises and with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Daniella Adams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of parents' views in written testimonials.

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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