

Childminder report

Inspection date:

20 July 2023

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 are warmly welcomed into the most exciting and inspiring play environment, both indoors and outdoors. The childminder has a superb understanding of how children learn. She has created a 'magical' playroom that is rich in learning opportunities, providing an abundance of high-quality resources that promote children's curiosity. The curriculum is ambitious and challenging and is skilfully planned around children's interests and what they need to learn next. Children relish their time with the enthusiastic, caring and nurturing childminder and her assistant. They are eager to learn and quickly become engrossed in their play. Children show sustained concentration and perseverance as they make models using construction resources. The childminder is skilful in her interactions, scaffolding children's play and teaching them to problem solve with her support. They learn the skills they need to be independent and prepare them well for their transition to school and successful future learning.

Children develop excellent communication skills. They confidently articulate what they are learning and recall what they have previously learned. For example, children enthusiastically interact at story time and predict what is happening. They share what they have remembered from experiences. Children engage visitors to the home in their play and proudly explain that they are going to school in September. They discuss their school uniform and their teachers' names.

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

- The highly experienced and energetic childminder is committed and dedicated to providing the highest quality childcare and learning opportunities. She is extremely passionate about every aspect of the service she provides. She works extremely well with her assistant, who supports her practice. Professional working partnerships with parents and other agencies involved in the children's care have been established to ensure positive outcomes for children. The childminder is committed to her own, and her assistant's, professional development. She has attended extensive training courses since her last inspection and places a strong emphasis on evaluating what she has learned, including evaluation of the impact of the COVID-19 pandemic on her practice.
- Children are provided with an inspiring play environment, both indoor and outdoors. They experience an ambitious and meaningful curriculum that is highly effective and offers many challenges. Children relish adult-led, focused activities and are eager to try new things. For example, they listen intently as they participate in a 'going to school' treasure hunt. The childminder is skilful in how she plans activities, ensuring inclusion and differentiation, so that all children can participate. Children's mathematical development is supported through all activities. They excitedly follow instructions as they follow number trails to the

next challenge. They chat to one another, happily packing a rucksack with all they need, as they prepare for their imaginary school day.

- The childminder has established extremely professional and friendly partnerships with parents. They comment that they feel very lucky to have such a caring and patient childminder who goes 'the extra mile' to provide a most inclusive and stimulating environment. They comment that she is an excellent communicator and has a 'special energy', and are very grateful for all the support and information to continue their children's learning at home. Parents comment that they feel reassured their children are in 'safe hands'.
- Children are very confident and happy. They show that they feel immensely safe and secure in the childminder's and her assistant's nurturing care. A strong focus is given to children's personal and social development. Children have developed strong attachments with the childminder and her assistant. The childminder speaks respectfully to the children and they understand the childminder's high expectations. They are polite and use manners without prompting, and their behaviour is excellent. The childminder extends their vocabulary to help them to describe their feelings. She teaches children to express their emotions through the meaningful activities provided.
- Children's uniqueness is fully respected and supported. The childminder values, celebrates and welcomes children's individuality. Activities are fully inclusive and differentiated to ensure all children can participate. The childminder enhances children's experiences of the wider community through positive conversations, well-planned activities and wider experiences outside of the home. Children learn about similarities and differences, as the childminder encourages them to develop an astute understanding of communities outside their own.
- Children who are bi-lingual or speak English as an additional language are positively encouraged to use both languages as they play. The childminder celebrates and encourages children to talk about their heritage. They happily speak in their home language and confidently tell visitors that they speak another language. The childminder has learned an additional language and Makaton, so that she can engage children in meaningful conversations. Children make superb progress and are confident speakers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a comprehensive understanding of their role in keeping children safe. The childminder routinely completes extensive training opportunities to ensure she has a secure knowledge of current practice and the signs and behaviours that may cause concern regarding children's well-being. She maintains an exceptional understanding of the procedures to follow should she need to report any concerns. Both the childminder and her assistant fully understand the process for whistle-blowing. The childminder is rigorous in keeping secure records. Meticulously risk assessments of the premises ensure children are cared for in an extremely safe and secure environment.

Setting details

Unique reference number	EY470632
Local authority	Essex
Inspection number	10295505
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 2013, and lives in Colchester, Essex. She provides care Monday to Thursday, all year round from 8am to 5pm, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the setting.
- The inspector observed the areas of the setting available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the written views of parents.
- The childminder shared some documents with the inspector, including evidence of suitability.

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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