

Childminder report

Inspection date: 5 January 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

The childminder welcomes children into this delightful home-from-home setting, and they flourish. She swiftly fosters strong and trusting attachments with the children in her care. The childminder is incredibly caring and nurturing. She knows the children well and champions individual personalities. Children excitedly tell visitors how they wish they could attend every day as it is so much fun. The childminder spends individual time with all the children in her care, supporting their emotional well-being superbly. She provides enthralling experiences to spark awe and wonder and builds upon children's interests, such as trips to the local aquarium.

Children feel comfortable and relaxed as they initiate thought-provoking discussions with the childminder. She listens attentively and responds consistently with genuine interest and enthusiasm. Children confidently self-select from a wide range of activities and resources on offer. They benefit from enticing and carefully planned indoor and outdoor environments. Children develop a love of books and reading, which is enhanced with regular trips to the local library. They develop early literacy skills as they explore the alphabet. Children relish the challenge of trying to unscramble acrylic letters to find the ones in their name, and have a go at pronouncing the sounds they make.

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

- Children show incredible respect for one another. They wait patiently for a turn on an interactive maths game and congratulate the successes of their peers. Older children invite their younger peers into their play. As a result, all children feel included and develop positive self-esteem. Children are polite and well mannered and routinely say 'please' and 'thank you'. They offer to help the childminder set up activities of their choice. Children play cooperatively and imaginations come to life through role-play opportunities.
- Children make remarkable progress in their learning and development. Before children start, the childminder gathers first-hand information from parents and from any other settings children may also attend. This information, and a holistic view of individual children, enables the childminder to plan activities effectively to support children's next steps in learning.
- The childminder ensures robust and accurate assessments of children's progress. This is skilfully achieved through regular observations and knowledge of children's learning and development. Parents applaud the daily face-to-face communication they receive, telling them about their children's day. Additionally, parents report an overwhelming appreciation of the online communication about their children's progress. Parents enjoy sharing what their children have been doing and their achievements made away from the setting. This outstanding and

collaborative partnership contributes to the significant progress that all children make across the seven areas of learning.

- The childminder is extremely passionate about her role. She focuses on delivering high-quality care and education to all through continuous training, parent partnership and practice. The childminder ensures all children's voices are heard. For example, if children speak English as an additional language, or are new to the setting, they can look through a beautiful bespoke book showing pictures of all the activities they could choose from.
- The childminder has substantial knowledge of how children learn. She provides stimulating, age-appropriate activities based on children's interests. As a result, children demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment during their play. Children develop excellent communication and language skills. The childminder supports children's critical-thinking skills by asking open-ended questions and utilising resources to encourage deeper thinking and learning.
- Children strive to become increasingly independent in their physical needs as the childminder frequently gives meaningful praise for their efforts. They demonstrate established and effective hygiene practices, such as automatically washing their hands before mealtimes. Children learn about healthy lifestyles and enjoy tasting the vegetables they have grown in the garden.
- The childminder has exceptional relationships with the local primary school. Meticulous and safe arrangements are in place to take and collect children to and from school. Children's behaviour is exemplary as they walk from school to the childminder's setting. The childminder invites the Reception teacher from the local school to meet the children in her care before they start, supporting seamless transitions for children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The childminder ensures she is up to date with safeguarding training, including paediatric first aid. She has a clear understanding of keeping accurate records, making timely referrals where necessary and working with other agencies to ensure children get the help that is needed. The childminder demonstrates that she has is able to identify children who may be at risk of neglect, abuse, grooming or exploitation. She implements effective risk assessments to ensure that children can play safely indoors and outdoors. The childminder knows what action to take if an allegation is made against her.

Setting details

Unique reference number	EY483287
Local authority	Essex
Inspection number	10263502
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	4 to 13
Total number of places	12
Number of children on roll	19
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2014 and lives in Cressing, Essex. She operates during school term times, on Monday to Thursday, from 7.30am to 6.30pm, and on Friday from 7.30am to 5.30pm. The childminder also works during school holidays from 7.30am to 4pm. She is registered to work with an assistant.

Information about this inspection

Inspector

Louisa Taylor

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 the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoors and outside environments are safe and suitable.
- The inspector communicated with children during the inspection and spoke with a selection of parents to gather their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector accompanied the childminder on a walk to the local school to collect the children who attend after-school care.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.
- The inspector viewed evidence of the suitability of persons living in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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