

Childminder report

Inspection date	21 August 2019
Previous inspection date	7 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Outstanding	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children are exceptionally motivated, excited and stimulated to learn. The childminder presents activities in such a way that children are instantly fascinated by the interesting range of materials, resources and opportunities in front of them. Children constantly develop new skills and consolidate others.
- The childminder finds exciting ways to encourage children to try new foods. For example, children eagerly thread their fruit onto the skewers and then try to eat pieces of apple, orange and strawberry without dropping them. They find great amusement when the orange segment squirts juice at the childminder.
- Parents play an important role in their child's learning and development. The childminder shares children's records via an online app and encourages parents to add their comments and thoughts. Parents are extremely happy and comment in written testimonials on the excellent progress their children have made.
- Children make highly consistent progress in relation to their individual starting points. The childminder keeps very detailed records of children's learning, including their next steps, which she skilfully weaves into all activities.
- The childminder has recently made major changes to her home to create zoned areas for children and the family dog. Stairgates and new high-level planters provide safe spaces for children to explore and learn indoors and out in the garden.
- The childminder makes excellent use of self-evaluation to reflect on her current practice and identify ways to improve even further. She attends training wherever possible and engages in a range of online courses, including safeguarding.
- Children learn the importance of leading healthy lifestyles. The childminder takes children to local amenities, such as the park, where they can freely run around and enjoy being in the fresh air.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make even greater use of all opportunities to extend children's independence further.

Inspection activities

- The inspector had a tour of the premises, including the garden.
- The inspector spoke to children and the childminder, and read parent testimonials.
- The inspector sampled a range of documentation, including evidence of the childminder's suitability, qualifications and risk assessments.
- The inspector observed the childminder and the children playing and interacting together.
- The inspector discussed children's learning and development with the childminder.

Inspector

Sue Mann

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder keeps her knowledge up to date and ensures she knows who to contact should she have any concerns about a child. She has built up an extensive network of professionals, such as speech and language therapists, which enables the childminder to quickly refer children and their families for additional support. The childminder has highly successful partnerships with pre-school staff, teachers and parents, which helps to provide children with excellent continuity in their care and learning. In addition, she sends assessment reports to pre-school staff at schools that she does not collect children from.

Quality of teaching, learning and assessment is outstanding

The childminder has an excellent knowledge and understanding of each child's current abilities and what they need to learn next. She provides a wide range of activities that instantly appeal to all ages, motivating them to learn through an excellent balance of adult-led and independent play. For example, children are quickly engaged by a tray full of different textured cereals, trains and train track and larger vehicles. They eagerly explore the different cereals, using all their senses to identify what each cereal is. Children load the cereal into the trucks, which they move around the tray, using their imaginations to pretend they are construction workers. Children have very high levels of confidence in their communication and language skills. The childminder cleverly adds new descriptive words, such as 'crushed' and 'crunchy'. Children quickly repeat these new words in their play as they talk to each other about what they are doing.

Personal development, behaviour and welfare are outstanding

The childminder has an innovative way of helping children to learn about the world around them. For example, children enjoy simple activities, such as picking blackberries, and the childminder extends this to create an exceptional range of activities based around blackberries. They crush the berries down and add additional textures, such as sand, flour, oats and water to create a 'paint'. Children's eyes light up when they spot large glitter pots and are soon adding red, purple and blue glitter to their mixtures. Some children throw some of their glittery berry mixture on the paper and instantly liken the splat effect to fireworks going off. Other children thoroughly enjoy running their hands through the mixture and pretending that they are making crumble topping, recalling a blackberry activity from the previous week. The childminder is aware that she occasionally intervenes too quickly, rather than fully encouraging children to extend their independence skills even further.

Outcomes for children are outstanding

Children are highly engaged, motivated and stimulated to learn. They quickly pick up new, more complex language and are able to recall in detail previous learning experiences. This helps children to develop key skills, such as memory recall, that prepares them for the next stage in their learning. Children respond very promptly to instructions and know what is expected of them. For example, even very new children or younger children understand how to share and take turns. All children are ready for the next stage in their learning, including starting school when the time comes.

Setting details

Unique reference number	EY401000
Local authority	Essex
Inspection number	10115862
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 June 2016

The childminder registered in 2009 and lives in Langdon Hills, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a level 3 qualification in childcare.

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