

Childminder report

Inspection date:

6 November 2019

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are exceptionally motivated to learn. They thoroughly enjoy their time with the childminder. They have formed extremely close and affectionate bonds with her. Children challenge themselves and persevere. For example, they persist in their efforts to cut out cardboard rolls to make firework prints. The childminder rewards them with very specific praise. They have a deep understanding of behavioural expectations. Children relish the opportunity to create many firework paintings. They learn exciting new words, such as 'sparkle', 'explode' and 'whoosh'. The childminder prints the words out so that children can stick them onto their pictures. She extends their learning further as they start to identify letters and patterns in the words. Children are intensely involved in their learning. They find it amazing when they mix yellow and blue paint to make it green. They then experiment and make their own purple and orange paint. They are completely fascinated with their discovery. Children feel safe and secure to try new things, knowing that the childminder will support them. They make their own decisions and choices throughout the activity. Children excitedly watch a fireworks display on the computer, which builds on their learning during the activity. They marvel at the various colours and sounds.

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

- Teaching children communication skills is a particular strength of the childminder. Children choose their favourite stories and she reads these with dynamic expression. Children delight in finishing sentences and refrains. The childminder adds actions to new words she teaches them. This helps children to remember them. Children are developing their speech and vocabulary throughout the day.
- Children display superb behaviour. The childminder steps in quickly and fairly to resolve any discussions that arise over sharing. Children learn to take other people's feelings into account. The childminder takes each child's individual learning style into consideration when planning. She includes their individual personalities and interests in their learning. This helps children to flourish.
- The childminder meets with a network of colleagues on a regular basis at children's groups and on interesting outings. They share good practice, knowledge and keep up to date with new legislation. Children socialise with many other children and make friends around the community. They learn how others are different and what makes them unique.
- Partnerships with parents are very strong. Parents comment that the childminder is excellent. They are delighted with the fabulous experiences the childminder gives their children. Parents value the support she gives them. They are thrilled that their children are so happy and making such great progress.
- Children manage their self-care routines exceedingly well for their age. They are

incredibly self-sufficient, and communicate their needs and wishes very well. The highly perceptive childminder helps to ensure that they manage their feelings with maturity. The childminder is an outstanding role model to children. They echo her kind words in their play and offer their friends compliments and praise.

- The childminder gives children rich opportunities to explore the world around them. For example, they visit a pumpkin farm and choose which ones they would like to decorate for Halloween. They learn how people in their community celebrate different festivals and faiths. Children follow a very healthy diet. The youngest children are experts at carefully chopping up their own fruit.
- Children have vivid imaginations. They are highly engrossed in their role-play activities and enjoy using sensory resources. For example, they use conkers and smooth pebbles in their cooking role play. This sparks interesting conversations. Children play together and learn from one another. However, the childminder does not always use teaching opportunities to further extend children's early mathematical understanding.
- The childminder commits wholeheartedly to continuously improving her practice. She attends training courses and completes online training. She immediately implements new ideas to provide a positive impact on outcomes for children. For example, she has reorganised the layout of her resources to create areas of focus. This has meant that children concentrate and learning has improved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge and understanding of the safeguarding and child protection policies and procedures to follow in order to help her to protect children's safety and welfare. This includes knowing who to contact to seek further advice. The childminder attends regular training and completes more courses online in order to keep her safeguarding knowledge up to date. She closely supervises children as they play, and teaches them how to keep themselves safe and use resources responsibly.

What does the setting need to do to improve?

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

- make the most of all opportunities to strengthen children's early mathematical knowledge further.

Setting details

Unique reference number	EY436036
Local authority	Essex
Inspection number	10074958
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	29 March 2016

Information about this early years setting

The childminder registered in 2011 and lives in Thundersley, Essex. She operates all year round from 7.30am to 6pm, Monday to Thursday, 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

Angela Doherty

Inspection activities

- The inspector viewed all areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children during activities.
- The inspector spoke to children and the childminder at convenient times.
- The inspector looked at written feedback from parents and took account of their views.
- The inspector and the childminder discussed children's learning and progress, and evaluated a learning activity together.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019