

# Childminder report

---

Inspection date: 6 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are remarkably confident and highly independent. They are exceptionally motivated to learn in the awe-inspiring environment. They become deeply involved in the array of extremely inviting activities. Children enthusiastically squash peas with a potato masher. They manipulate dough at the well-equipped dough station, adding petals and spices. Children challenge themselves as they balance adeptly along planks, tyres and crates, thoughtfully working out how to move from one piece to another. They skilfully cut up peppers and cucumbers for lunch, knowing exactly where to hold the vegetables to protect their fingers.

Children have exhilarating adventures to the local woods. They delve into a basket, choosing from a range of intriguing treasures, including glass jars and tongs, to take with them. They have fun experimenting with their chosen objects, floating rubber ducks or splashing the ball into the muddy puddle. Children are extremely aware of keeping themselves safe. They freely explore, knowing not to pass the boundary of the line of trees. They ask for 'the things I look through' and learn that they are called 'binoculars'. They practise saying the complicated word while using them to search for birds in the trees. Children notice a beam of light and follow it closely through the lens. Later in the day, they elatedly recall their experience, saying they looked through the 'oculars'.

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

- Interactions between adults and children are consistently strong. The childminder adopts a warm, caring approach with firm intentions of 'empowering children to lead their own learning'. She continually builds on her already excellent practice. She and her assistant regularly access professional development opportunities, gaining greater knowledge to raise the quality of the provision even higher.
- The childminder is acutely aware of the purpose and impact of the activities she provides. For example, she understands the importance of children building their upper muscles to support early writing skills. She shows them how to 'scoop' up the peas, exaggerating her actions to encourage children to move their whole bodies.
- Mathematics is robustly embedded within the routine and children demonstrate excellent progress. They 'write my numbers' with water on the chalkboard and meticulously make sure they have an equal amount of dough in each section of the muffin tray. They cooperatively work out together how many chairs are needed for lunch.
- Children are proficiently supported to address their own misconceptions. For example, they confuse a walnut with an acorn and so the childminder suggests they find an acorn in the woods. They compare the sizes and textures of the two

objects. Children soon have a greater awareness of what makes them different, which builds on their already extensive knowledge and understanding.

- The childminder equips children with the tools they need to securely express their feelings. As a result, they manage potentially difficult social situations exceedingly well. For instance, children are keen to join in to make a fairy garden until they are politely told, 'I would like to play on my own for now.' Later, they take turns and calmly tell their friends, 'I'm playing with this now and will let you know when I've finished.'
- Children adopt a can-do attitude to their learning. They ask for help to undo their buttons and are gently shown how to 'pinch, push, pull'. Children persevere and soon master the skill. They are expertly helped to recognise and label their own emotions when told, 'I can see you're really proud of yourself.'
- Parents are involved from the start. They share information about what their children can already do and are kept regularly updated. They contribute ideas for activities to interest their children. The childminder uses innovative ways to engage parents in their child's learning. She plans termly gatherings, where they take part in imaginative activities which they are inspired to repeat at home. Parents are extremely complimentary about the provision, commenting that their children learn so much and 'embrace their individuality and childhood'.
- Special days in children's lives are celebrated. This helps children to take pride in their family traditions and cultures. They appreciate each other's similarities and differences, valuing their own uniqueness.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a comprehensive awareness of safeguarding and their responsibilities to protect children. They are both securely aware of the signs and symptoms that may indicate that a child is at risk of harm. This includes children who are exposed to the effects of extreme behaviours and attitudes. The childminder and her assistant confidently understand the actions to take to refer their concerns if they are worried about a child's welfare. The childminder keeps her awareness up to date by completing regular training. She ensures her assistant's safeguarding knowledge is current to prioritise children's well-being.

## Setting details

<b>Unique reference number</b>	EY395546
<b>Local authority</b>	Essex
<b>Inspection number</b>	10060289
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 10
<b>Total number of places</b>	10
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	3 March 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Basildon, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant. They both hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Fiona Sapler

### Inspection activities

- The inspector accompanied the childminder and children on a walk to the nearby woods and evaluated the activities and interactions.
- The childminder discussed with the inspector how she organises her provision and how this helps children to make progress.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The childminder and the inspector assessed the impact of teaching on children's learning and development.
- The inspector spoke to parents and took account of their written views.
- A range of documentation was reviewed, including attendance records and the safeguarding policy.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020