

# Childminder report

---

Inspection date:

27 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	Outstanding

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

### The provision is outstanding

Children are exceptionally happy and content. They thrive as they enthusiastically take part in activities. For example, children thoroughly enjoy exploring an impressively resourced Easter-themed activity. They are completely fascinated by the rich array of sensory materials and books. Children focus intently and are highly engaged in their learning. They learn new words, such as 'fluffy' and 'rainbow', as they read and complete puzzles. They rapidly soak up new knowledge.

Children excitedly press their noses to the window when the childminder notices that it is snowing. They are wide-eyed as they take in the beautiful snowflakes. Children dance and sing with joy to their favourite song about a snowman. They extend their language skills through singing throughout the day. Children look at the calendar and the childminder teaches them about winter and snow.

Children gain fantastic independence skills. For instance, at snack time, older children cut up fruit for all children. They count out the pieces and divide them up into equal amounts for everyone. Children are learning early mathematical concepts through their daily routines. They kindly hand out the bowls to their younger friends. Toddlers use very good manners and thank them. They behave impeccably.

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

- Partnerships with parents are exceptional. The childminder goes above and beyond in her support and care for children and their families. Parents comment that she is 'brilliant' and they have been extremely happy from the start. Parents appreciate her professional approach, passion and commitment. They are thrilled with the progress children make. Parents say children 'have come along in leaps and bounds'. They recognise the outstanding communication they receive from the childminder.
- The dedicated childminder provides children with a truly rich range of experiences. This enriches their knowledge. For example, they go to the seaside and make sand castles and collect shells that they use at home to make prints. Children attend playgroups, visit the library, local aquarium, parks and nearby farms. They help grow crops in the allotment. Children collect water from the water tank and learn how plants grow. They pick the fruit and use it to make crumbles. Children have incredible opportunities to learn about healthy eating.
- Children thoroughly enjoy making music as they drum tambourines and shake bells. They take turns to choose puppets that relate to songs and learn the words to familiar rhymes. The childminder is exceedingly skilled in allowing children to develop at their own pace. She knows the children in her care

amazingly well. The childminder adapts her teaching to meet their individual learning styles. She tracks children's development precisely and extends their learning wherever she can. The childminder has ambitious goals for children and they rise to the challenge. She praises them for trying hard. Children are highly motivated to succeed.

- The childminder is incredibly reflective in her practice. She considers feedback from parents and children and is continuously looking at ways to improve. The childminder is committed to her already superb professional development. She attends industry conferences, seminars and training. She does a tremendous amount of online training. The childminder works alongside a network of childminders that helps keep her up to date with changes in legislation. They share good practice and, for example, health updates to limit the spread of viruses.
- Children have fantastic opportunities to learn about how they are unique and to respect the differences in others. For example, they attend a weekly group where they sing and spend time with dementia patients. Children learn about people in the community who help them. For instance, they collect money for the local lifeboat charity. Children take their 'five penny jars' to the collection point on the pier. They learn about the vital role the lifeguards play in saving lives. Children gain a healthy respect for the risks the sea presents. They relish the many adventures they have and are confident and self-assured.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she continuously builds and develops her knowledge about different aspects of safeguarding children. She has developed a strong understanding of wider issues, and knows how to recognise signs that children may be at risk from exposure to extreme views. The childminder has a clear procedure in place to follow if there are any concerns about the safety or well-being of a child. She identifies how she can work with parents to ensure children's safety. The childminder shares information with them online and through information leaflets.

## Setting details

<b>Unique reference number</b>	EY408456
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10137481
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	7 March 2014

## Information about this early years setting

The childminder registered in 2010 and lives in Southend, Essex. She operates all year round from 6am 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.

## Information about this inspection

### Inspector

Angela Doherty

### Inspection activities

- The inspector observed the quality of interactions between the childminder and children and evaluated the impact that these had on children's learning and development.
- The inspector viewed all areas of the childminder's home that children use.
- The inspector spoke to children and the childminder at convenient times.
- The inspector spoke to parents and looked at written references. She 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](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