

# Childminder report

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Inspection date: 11 March 2020

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<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**

The inspirational childminder confidently implements the early years foundation stage curriculum and has extremely high expectations for all children attending. She has an exemplary understanding of children's individual needs and interests. The childminder has very secure intentions for how she plans for children's learning, building on what children know and can already do. She works positively with parents and regularly shares children's achievements, next steps and ideas for learning at home. The childminder and her assistant provide children with a rich and varied selection of activities inside and outdoors, which captivate children's interests and thoroughly support their future learning. The childminder places especially high importance on children's language and literacy skills.

Children thrive in this setting. They demonstrate positive attitudes to their learning and are extremely engaged and highly motivated to partake in activities. The childminder is extremely consistent in the messages she gives to children. As a result, children have a clear understanding of her expectations. Children behave impeccably. They show respect for each other and use kind words and manners. Children are very happy and have exceptionally strong bonds with the childminder and her assistant. Children show that they feel very safe and emotionally secure in the childminder's care. The childminder supports children extremely well to develop their self-care skills, so they can independently manage their own personal needs. Children are confident and independent learners.

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

- The childminder gets to know children and their families very well from the start. She has implemented a careful settling-in process where she learns about children's routines, background information, interests and likes and dislikes before parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences, so they make exceptional progress.
- Children make exceptional progress with their speech and language. The childminder provides a language-rich environment with numerous opportunities for children to build on their wide vocabulary, especially through stories and rhymes. Older children use and understand complex words, such as 'amazing' and 'busy', during play.
- Children develop a 'can-do' approach and show exceptionally high levels of independence. Younger children feed themselves extremely well and older children independently manage their own personal needs, especially in relation to health and self-care. All children confidently learn key skills so they are extremely well prepared for their next stage in learning and starting school.
- Partnerships with parents are very strong and highly effective. Parents are very

complimentary about the setting and the childminder. They make comments such as 'very impressed with the progress made', 'safe home-from-home environment' and 'communication is excellent'. The childminder shares children's learning through daily discussions, photographs and observations, and she values parental contributions towards children's learning. The childminder also supports parents and children in their home environment to ensure learning and development are consistent and children achieve the best possible outcomes.

- Children demonstrate that they can engage and focus for extremely long periods of time and display excellent attitudes towards learning. Their behaviour is excellent. The childminder supports children exceptionally well to persevere with challenge to complete difficult tasks, such as when using a range of tools to cut, roll and model dough.
- Children behave exceptionally well. They are aware of the behavioural expectations in the setting, which the childminder reinforces positively verbally and through the use of sticker charts and reflection time. Children settle extremely well, make rapid progress in their learning and form strong bonds with both the childminder and her assistant.
- The childminder is highly reflective on her practice. She regularly evaluates her setting to make rapid changes and drive improvement, to ensure she is maintaining the highest standards for all children. The childminder has established strong links with other childminders in the local area. She uses her wealth of experience and knowledge to share high-quality practice and raise standards for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant update their safeguarding knowledge frequently through regular training. They have an excellent knowledge and understanding of safeguarding and child protection. They are quick to identify signs and symptoms that may indicate a child is at risk of harm, including wider safeguarding concerns, such as those linked to the 'Prevent' duty. They understand their role and responsibility to safeguard children and know who to contact if they have any concerns. The childminder teaches children how to keep themselves safe to help prevent them from having accidents. For instance, they have an excellent understanding of why they need to tidy away toys and resources so they do not trip or fall. They understand why they must not run indoors. The childminder adheres to and regularly reviews her robust policies, procedures and risk assessments to promote children's health, safety and well-being effectively.

## Setting details

<b>Unique reference number</b>	EY336714
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127163
<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 at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	19 May 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Benfleet, Essex. She operates for 48 weeks of the year from 7am to 7pm, Monday to Friday. The childminder holds an appropriate qualification at level 4. The childminder works with an assistant.

## Information about this inspection

### Inspector

Clair Stockings

### Inspection activities

- The inspector observed the childminder and her assistant interacting with children indoors.
- The inspector spoke with children and the childminder's assistant. She read written feedback from parents.
- The inspector discussed with the childminder how she supports her assistant and helps him to develop his skills and knowledge.
- The inspector discussed with the childminder how she plans for children's learning and how she monitors their progress.
- Relevant documentation was sampled during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage.

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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