

Childminder report

Inspection date:

25 February 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish under the care of this dedicated and nurturing childminder. They rapidly develop incredibly secure attachments. Children show that they feel extremely safe and ready to learn. Parents who express anxiety about leaving their children for the first time since the COVID-19 pandemic, say they are fully reassured that their children are safe and happy. Children have exceptionally broad experiences that fully engage them in their own learning.

The childminder has a sharp focus on developing children's self-confidence. Children have opportunities to challenge themselves and take risks. For example, when children want to collect the chickens' eggs, but are nervous, the childminder skilfully supports them to confront their fears and gives lavish praise when they succeed. Children learn important life skills to prepare them for their next stage in learning.

The childminder has extremely high expectations for children's behaviour, which are reflected in the way children behave. Children are consistently kind and very polite. They learn to eat together at the table and to become aware of the needs of their younger friends. Children are incredibly self-motivated and imaginative. They make up stories to accompany their drawings and wonder out loud what will happen next. Children learn to play happily together and spur each other on to even greater achievements.

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

- The childminder plans diligently for children to become excellent communicators. For instance, when children are first learning to speak, she names and labels every action, enhancing children's natural desire to communicate. When children are slower to speak, the childminder uses her expert skills to devise strategies that she implements in full partnership with parents, which result in rapid progress. Children enthusiastically express their opinions and ideas, and are consistently encouraged by the childminder's words and behaviour.
- Children have inspiring opportunities to learn about nature. They keep the sunflower heads from the sunflowers they have grown and plant these the following year to observe the full life cycle of plants. They compare what they have found against information in books about life cycles. Children collect the chickens' eggs and discuss what they can make from them to eat for dinner. They develop an excellent understanding of how to care for plants and animals, as well as where their food comes from.
- Partnerships with parents and carers are exceptional. The childminder keeps parents fully informed and updated about their children's learning. Parents praise the childminder's commitment to offering their children the widest

possible experiences. Parents are particularly complimentary about how the childminder develops children's social skills. She ensures that learning and development build on children's prior learning, including working with other settings that children attend. All children achieve the best possible outcomes.

- The childminder grasps every opportunity to teach children to respect and value the diverse range of people around them. For example, when a child notices that a new neighbour is wearing an unusual hat, she speaks to the neighbour with the child. When he explains that hats have religious significance, the childminder plans a theme that explores religious headgear. Children learn to greet and make friends with new people, with the support of a trusted adult. They learn to be open and friendly to people who may look different to them. They are excellently prepared for life in modern Britain.
- Children have many opportunities to develop their physical skills. For instance, they explore the woods and their local area, and slide, carry, fill and pour in the garden. Children learn muscle control as they create music in the garden 'music hub'. They develop excellent control over their bodies that supports later learning, including writing.
- The childminder is very ambitious for her setting. She works with local childminding networks to plan for local training needs. She accesses extensive training that enables her to expertly support children's communication and language. With her co-childminder, she reviews children's progress daily. During the COVID-19 pandemic, the childminder offered numerous additional safe ways for new children and families to become familiar with her before they started attending. Consequently, every child settles swiftly and develops rapidly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of safeguarding in the local context. She is fully aware of the potential risks to children from radicalisation and grooming. The childminder can clearly explain the signs that might indicate that a child is at risk of abuse or neglect. She has a determined approach to reporting any concerns and a full understanding of local safeguarding partners' guidance. She is committed to sharing information with parents, that she obtains from her regular training and her own research. The childminder knows how to respond should any allegation be made about her or a member of her household.

Setting details

Unique reference number	EY331300
Local authority	Southend-on-Sea
Inspection number	10137539
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 March 2016

Information about this early years setting

The childminder registered in 2006 and lives in Southend-on-Sea, Essex. She operates all year round from 7am to 6.30pm, 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 holds a level 3 qualification in childcare. The childminder works alongside a co-childminder at her home address.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation.

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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