

Childminder report

Inspection date: 7 April 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 truly flourish in the care of the childminder and her assistant. They are happy, relaxed and at ease. The childminder has complete confidence that all children can develop high levels of independence. From a young age, children very clearly have a can-do attitude to learning and self-care skills. They are proud to show their excellent skills, such as how they can colour in intricate pictures. Children carefully follow steps from a poster that shows them how to effectively wash their hands. They understand the importance of keeping their hands free of germs and viruses. Children have impeccable behaviour, happily share resources and build caring relationships with each other, the childminder and her assistant.

Children benefit enormously from the childminder's challenging and ambitious curriculum. She links and overlaps many activities, so that their learning is fully maximised. For example, children are given countless opportunities to learn about different types of vegetables. They learn how to plant seeds and understand the growing conditions needed for the plants to produce tomatoes. Children engage exceedingly well in peeling and chopping vegetables as they help to prepare lunch. They understand that the seeds they see inside vegetables can be re-planted to produce a further crop. Children show immense pride in the work they do and relish eating the delicious healthy pizzas for lunch.

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

- The highly qualified childminder and her assistant provide a well-structured curriculum that builds on what children already know and can do. The childminder gains substantial information from parents. This enables her to have first-rate knowledge of what children need to master next and how they like to learn. She plans wonderful learning opportunities that keep children enthralled and enthusiastic in their play and learning.
- The childminder values and respects children's unique needs and individuality and ensures that her practice is fully inclusive. Children who speak English as an additional language make rapid progress in understanding and using English. They are completely at ease to be themselves and often burst into song in their home languages. Some children are keen to explain their family traditions, such as how they wear home-made bracelets in the spring until they see a blossom tree.
- Partnerships with parents are highly successful. Parents are extremely positive in their praise of the childminder and say their children are 'protected, cared for and cherished'. Parents state they have a very good understanding of how their children are learning and developing.
- The childminder uses books as a superb learning resource. Children know they can find books that are written both in English and in the language they speak at

home. Children use magazines to find information, such as linked to their gardening activities. The childminder uses books as a tool to open discussion around the uniqueness of each child and family who attends her setting.

- The childminder plans an extensive range of educationally focused outings. These include visits to local woods, county gardens and within the local community. This provides children with real-life experiences and supports their physical health and well-being. These outings help children to make links in their learning and broadens their understanding of the world.
- The childminder and her assistant give high priority to supporting children's communication and language skills. They constantly talk to children about what they are doing and skilfully ask probing questions. The childminder models taking turns in conversations and introduces new vocabulary. This creates a language-rich environment, that is full of wonderful conversations between the children and adults and between the children themselves.
- The childminder is exceptionally passionate about the service she provides. She carries out wide-ranging research and training to continually develop her professional skills. The childminder is extremely reflective, and skilfully identifies areas that can be further enhanced in order to maintain her already high-quality provision. The childminder has first-class systems in place for monitoring and developing her assistant's knowledge and skills. They regularly meet together to discuss practice and precisely identify what professional development opportunities would enhance the assistant's already excellent practice even more.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding knowledge of the childminder and her assistant is extensive. They have an excellent understanding of how to keep children safe, such as they display up-to-date knowledge of the indicators of abuse and extremist behaviour. The childminder knows exactly how to take swift action if she has any concerns about children's welfare. Regular training and very effective reflection ensures that her own and her assistant's knowledge is current. The childminder has comprehensive policies and procedures that she uses to meticulously support her excellent practice.

Setting details

Unique reference number	EY262492
Local authority	Thurrock
Inspection number	10137559
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 12
Total number of places	12
Number of children on roll	21
Date of previous inspection	8 April 2016

Information about this early years setting

The childminder registered in 2003 and lives in Grays, Essex. The childminder operates from 7.30am until 6pm, Tuesday to Friday. She occasionally works with a co-childminder and employs an assistant. The childminder is a qualified teacher and also holds early years professional status. She receives early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she implements her curriculum and operates her practice.
- The inspector observed the childminder and her assistant joining in activities with children and discussed the learning that was taking place with them.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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