

Childminder report

Inspection date:

27 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing, caring environment. The childminder has worked extremely hard to create a wonderfully rich and inviting learning environment, both inside and out. The carefully planned activities allow children to be highly engaged and independent in their learning choices. For example, children learn about different scents as they squish lemon-scented play dough in their hands. The childminder and her assistants expertly adapt the activity to support the children's exploration. They follow the children's creative skills and interests, providing different materials to push into the play dough.

Staff have high expectations for children's behaviour. Children demonstrate secure understanding of rules and boundaries, as they line up ready to play outside. The childminder and her assistants expertly support the children to understand that their behaviour has an impact on others. As a result, children play harmoniously together, demonstrating respect for each other and their environment.

The childminder's complete dedication to the families of minded children during the COVID-19 restrictions allowed the children to continue their excellent progress. She regularly shared craft and activity ideas and provided support to families, which helped their children settle at home. As a result, when children returned to the provision they were confident and eager to continue with their learning.

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

- The curriculum is extremely well understood by the childminder and her assistants. It is embedded in the provision. The childminder ensures that her assistants fully understand what is expected of them. They know what their children can do and experiences are sequenced to build on skills for future learning. Children learn about how plants grow, then they fill containers with soil and plant seeds themselves. Focused support allows children to develop their knowledge and skills. As a result, children make excellent progress.
- Children are highly confident and interact with each other with respect. They are mindful of each other's needs, as older children make sure the babies have toys to play with. Children have high levels of self-control and persevere with activities. They manage any setbacks confidently and try again until they are successful. For example, they persist as they have a go at cutting herbs until they successfully do this.
- Children take pride in managing their own self-care skills. They confidently put their own coats on as the childminder and her assistants show them the 'special coat trick.' They cheer when the children are successful. Children learn the importance of washing their hands and instinctively dispose of tissues correctly. These skills are swiftly developed in preparation for their next stage of

education.

- The childminder places a high importance on developing children's communication and language skills. Children learn new vocabulary as they engage in phonics sessions. They learn about the letter 'a' as they sing a song. They use meaningful vocabulary as they describe plants, saying 'it smells like vanilla' and enjoy sharing books with the childminder. As a result, children are exceptional communicators.
- The childminder is extremely reflective in her practice. She routinely obtains feedback on the provision and promptly responds to this. She has a clear vision of how she would like her service to develop. Consequently, the provision is consistently improved and the curriculum successfully delivered to a high standard.
- Parents provide exceptionally positive feedback on the quality of the service the childminder delivers. They are continually updated with information about their children's progress and ongoing care. The childminder works hard to build strong bonds with families, by hosting regular social events. She works cohesively with the whole family to encourage and promote positive change to benefit the children. For example, providing behaviour management advice to support families at home. Children develop a keen sense of belonging as a result.
- The childminder is exceptionally supportive in developing her assistants. Staff receive high levels of support for their well-being, which allows staff to grow in confidence. They receive extremely effective supervision and professional development, which in turn translates to consistent improved teaching for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent awareness of the signs and symptoms of abuse and understands what steps to take, should she have concerns. The childminder attends safeguarding training and has high expectations of her assistants, ensuring they also attend regular training. She holds discussions to ensure assistants are fully aware of any risks and what action to take. There are comprehensive policies detailing information for assistants to access when required. The childminder follows safe recruitment procedures when employing assistants. Robust risk assessments are conducted for trips out to ensure the children are always kept safe.

Setting details

Unique reference number	EY558560
Local authority	Essex
Inspection number	10190627
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	13
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2018 and lives in Billericay. She works with two assistants and holds an appropriate childcare qualification at level 3. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder and the assistants.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, the complaints record and safeguarding documents.
- The inspector took account of written views from parents.

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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