

Childminder report

Inspection date: 16 January 2023

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 arrive extremely happy and are greeted by the warm and nurturing childminder. They excitedly run to her for a cuddle and wave goodbye to their parents at the door. They confidently hang up their own coat and put away their own shoes when they arrive. The childminder has formed a wonderful bond with all children who attend the provision. Children feel safe and comforted and enjoy singing nursery rhymes snuggled on her lap. This nurtures children's well-being and supports them to feel secure within her care. Children show delight while looking at photos with the childminder, recalling previous experiences of visiting the local beach with their friends. They confidently identify their friends by name and point out pictures of themselves. This helps to give children a sense of belonging.

Children consistently display impeccable behaviour. They are increasingly confident in social situations and speak with fluency when inviting others to join in their play. They show extremely high levels of motivation and are eager to learn and join in with activities. The childminder has extremely high expectations of their behaviour and provides swift and highly effective support if required. Children are taught to adopt thoughtful and highly respectful attitudes. They are encouraged to collect cups, bowls and cutlery and hand these out to their friends at mealtimes. This gives children a sense of responsibility.

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

- The childminder has developed a curriculum that is based on children's interests, which promotes their imagination and independence. She expertly supports their imagination and communication skills. Young children explore the role-play home corner with the childminder's encouragement, and represent their own experiences in play. The highly attentive childminder listens and responds to children's thoughts and ideas and introduces new concepts, such as creating their own recipes, to extend their learning.
- Children enjoy a wealth of experiences to broaden their understanding of the world around them, such as exploring the local beaches, visiting care homes, and visiting local woodlands to explore the natural world around them. They learn how to contribute positively to society by learning about the lifecycle of plants and how to respect and care for them. Children benefit from opportunities to plant and grow different berries. The skilled childminder then extends children's learning by offering a cooking experience using the berries into a crumble.
- The childminder forms excellent links with local schools that children attend. She liaises closely with teachers to gather information about their expectations of the children when transitioning to school. She adopts some of the same teaching

methods as those used in local schools, such as providing children with weekly books to take home and read with their parents. This promotes consistency in teaching and ensures that children are exceptionally well prepared for their next stage of education.

- Children benefit from a significant amount of outdoor learning opportunities. They enjoy exploring real herbs in the mud kitchen and practise their fine motor skills by using scissors to cut off small pieces. Children are encouraged to taste the herbs and are supported by the skilled childminder to identify what they taste like. Children enjoy using language associated with numbers spontaneously during play and young children are introduced to new vocabulary, such as 'measure', when exploring water play.
- The childminder focuses on providing children with opportunities to learn skills for future success, such as developing their independence and supporting them to communicate confidently and effectively. Children speak with increasing confidence and make independent choices within their play. Young children join in with actions to familiar nursery rhymes that they enjoy. They confidently use the supporting resources to act out songs, immersing themselves in the activity. For example, they use pebbles and roll them down wooden pipes to create the sound of rain when singing 'Incy Wincy Spider'.
- The dedicated childminder engages parents in every aspect of their child's day and learning. Parents state that they feel the childminder goes 'above and beyond' for the children in her care, highlighting that their children are provided with exciting new experiences to teach them valuable life skills. For example, children enjoy rides on the local bus to explore their local community and learn about walking safely on the path.
- Partnerships with other professionals are superb. The childminder actively seeks support from other agencies to ensure that all children make exceptional progress while in her care, including disadvantaged children and children with special educational needs and/or disabilities. Children who access more than one provider receive detailed reviews, which are shared among relevant professionals to ensure high levels of consistency in teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is passionate about her role and highly trained in safeguarding practices. She has strong knowledge on wider aspects of safeguarding such as female genital mutilation. She confidently discusses signs and symptoms to look out for if a child is at risk from harm and the appropriate action she would take. The childminder values the importance of partnership working and shares information with parents on important aspects such as keeping children safe online. This supports parents' understanding about keeping their child safe at home. Children demonstrate confidently that they can keep themselves safe by using equipment safely and identifying where it is safe for them to walk on outings.

Setting details

Unique reference number	EY426332
Local authority	Essex
Inspection number	10264700
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder was registered in 2011 and lives in Harwich, Essex. She holds a relevant level 3 qualification. She operates Monday, Wednesday, Thursday and Friday, from 7.30am to 5.15pm, based on local demand. She provides care for children all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Todd

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 the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents and grandparents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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