

# Childminder report

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Inspection date: 26 January 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are extremely confident and inspired to learn in this superb setting. Located in a quiet location on the edge of a residential area, children access wonderful outdoor learning experiences. They walk to a local allotment, learn how to plant vegetables and excitedly dig them up when grown. They learn about healthy food choices and are highly motivated to taste and eat what they have grown. The childminder teaches children about life cycles and how to care for animals by looking after rabbits, budgies and Giant African land snails. She is an inspirational role model.

The exceptionally well-designed environments enable children to experience outstanding learning opportunities. Children use the cosy sensory area to read their favourite books, while using puppets to magically bring the stories to life. They play hospital role play where they are transformed into a nurse or a doctor, caring for their patient and enjoy asking them if they feel 'better'.

Children's behaviour is remarkable. They take pleasure in helping tidy away, understand boundaries and have safe and secure places to explore their feelings. For example, children access a small tree house where wooden plaques display their favourite places. As a result, children become highly skilled at managing their own behaviour. Children develop warm trusting relationships with the childminder, who has excellent awareness of their individual needs.

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

- The childminder provides a learning environment that is highly imaginative and enticing. Children enjoy selecting activities independently and are challenged during creative adult-led experiences. For example, children suggest different ways to melt ice to seek the buried hidden treasure, excitedly discussing what they have found inside. Children use words such as, 'wow', 'sparkly', 'smashing' and 'frozen' to describe the activity, enthusiastically narrating what they are doing.
- Teaching is outstanding. Children learn how to manage risks when climbing the ladder to the tree house, walking safely to the local park and negotiating space on a bike. Additionally, learning is extended when children are encouraged to talk about where polar bears live, using words such as Antarctica. Furthermore, children show awe and wonder in celebrating other cultures. For example, they celebrate Chinese New Year by eating Chinese food with chopsticks and creating Chinese decorations to display.
- Routines are well embedded into everyday practice. Children enjoy choosing play experiences and can anticipate what may happen next for instance, when it is time to eat. Children are encouraged to choose healthy options at mealtimes

and be aware of a healthy diet. Additionally, they learn the importance of personal hygiene by washing their hands before meals. They collect their belongings from their bags and learn to put their shoes and coat on.

- Children's behaviour is outstanding. Children demonstrate kindness, turn-taking and sharing, and they are respectful of others. The childminder teaches them the effects their behaviour may have on others. As a result, children can self-regulate and learn to manage their feelings.
- Transition arrangements are highly effective. The childminder works with families to ensure that settling-in sessions meet children's individual needs. Additionally, she networks with other settings to ensure a smooth transition by sharing vital information about a child's past and current experiences.
- The childminder is highly knowledgeable and experienced in supporting children with special educational needs and/or disabilities. She works hard to ensure children have access to all available support which enables children to make significant progress. She has built links with external agencies and schools, to support children's transition and continues to offer her support when the children have left her care.
- Parent partnerships are outstanding. Parents speak highly of the childminder and how reassured and happy they are with their children's care. Additionally, parents feel supported as a family with information being shared regularly about their children's progress. Furthermore, parents appreciate daily updates about their children through messages, videos and photos.
- The childminder places a high emphasis on her professional development. She attends local network groups to share ideas and discuss current initiatives. She attends training courses, such as promoting early language to support children's language and communication skills. Furthermore, she shares her knowledge and learning with parents to support home learning opportunities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is extremely confident about her responsibilities to protect children from harm. She is exceptionally knowledgeable in recognising the signs and symptoms of abuse. Furthermore, she knows how to report concerns or seek advice if concerned about a child. The childminder reinforces her knowledge by attending regular training and local authority briefings. For example, she has recently attended training on non-accidental bruising. Additionally, she is passionate about protecting children from online risks. She provides parents with information about how to recognise the dangers of online harm. The childminder ensures her setting is a safe place for children. She has robust policies and risk assessments in place.

## Setting details

<b>Unique reference number</b>	EY483053
<b>Local authority</b>	Essex
<b>Inspection number</b>	10236537
<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>	1 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	7 March 2017

## Information about this early years setting

The childminder was registered in 2014. She lives in Wickford. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Cranny

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the provider.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spent time observing the quality of education and teaching.
- The inspector talked and listened, to the children.
- The inspector viewed written feedback from parents.
- The inspector viewed documentation, including evidence of suitability and training certificates.
- The inspector had discussions with the childminder about her provision.

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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