

# Childminder report

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Inspection date:

15 February 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children attend this childminder's setting with enthusiasm, joy and high levels of energy. They have an amazing approach and attitude to learning. Children form strong and warm attachments with the childminder. In turn, she offers an inviting, exciting and highly stimulating environment. As a result, children continuously build on their knowledge, understanding of the world, independence and emotional resilience. For example, children are absolutely fascinated to learn more about farm animals after visiting a local farm with their families. They use blocks to build a barn for the animals, while counting along to develop their numeracy skills. Furthermore, they use chalk and board to draw their favourite animals, to build on their fine motor and imaginative skills.

The childminder supports and enhances children's communication and language skills to very high levels. She introduces new and ambitious words, such as 'donkey' and 'celery'. The childminder also encourages the younger children to put two or more words together, such as 'help me please' and 'more please'. Children have great opportunities to explore a wide array of books to further develop their literacy skills. Children choose their favourite stories and listen to them with great focus and enthusiasm.

Children are very eager learners who are ready to explore new activities with confidence and great interest. They use their previous experiences to solve problems. For example, children concentrate intently to figure out how to put two pieces together to create a barn for the farm animals. They persevere when obstacles occur, and this supports their critical thinking, active learning and cognitive development.

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

- The childminder provides a rich and stimulating environment with lots of meaningful and exciting learning opportunities. The childminder successfully promotes outdoor learning, where the children have fantastic opportunities to connect with nature and develop their understanding of the world. For example, the learning about farm animals continues in the garden. The children have an amazing time learning what farm animals eat and the noises they make. They then get involved in looking after the chickens, showing care and affection towards living things.
- Children have fantastic opportunities to stay active and healthy. In the garden, they run around with confidence, displaying great balance and coordination skills. They laugh with excitement when they kick balls and engage in throwing and catching games with their peers. This helps support gross motor skills and strengthens their social interactions.

- The childminder excels in providing new and exciting learning opportunities for all children. She organises regular trips and outings in the local area, to give the children a rich set of experiences. This enhances children's understanding of the world and builds on their self-esteem, confidence, and social interactions. As a result, children make remarkable progress in all areas of learning.
- The childminder has strong, warm and effective relationships with the children. She has excellent knowledge of assessing children's development, implementing an ambitious curriculum and planning for the next steps in children's learning. This contributes positively to the superb progress they make. The childminder also ensures that parents are actively involved in children's learning, to provide continuity of care and education.
- Children behave very well. They show high levels of respect towards the childminder. Children have fantastic manners and understand the behaviour expectations set by the childminder. They share resources very well. Children are familiar with the established routines. They are confident to approach the childminder to ask for help.
- Partnership working with parents is strong and effective. Parents are actively involved in children's learning. They praise the childminder's highly ambitious approach to children's development and progress.
- The childminder's ethos for her setting is very ambitious. She continuously looks for ways to improve the quality of care and education she provides to benefit the children. The childminder is very experienced and has immense knowledge in different learning approaches, which she introduces successfully into her day-to-day practice. She models language well and acts as an excellent role model for the children. The childminder takes part in regular training opportunities to keep her knowledge up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong and robust knowledge and understanding of safeguarding, including wider aspects of safeguarding such as the 'Prevent' duty and female genital mutilation. She has effective and accurate policies and procedures in place to guide her, which she reviews regularly and shares with the parents. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. She completes regular training to keep her safeguarding knowledge current and up to date. The childminder takes steps to help to ensure that her home and garden are safe. She carries out regular risk assessments, which helps to assure children's safety and welfare.

## Setting details

<b>Unique reference number</b>	EY486716
<b>Local authority</b>	Essex
<b>Inspection number</b>	10264561
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	19 June 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Loughton, Essex. She operates all year round, from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays agreed in advance. The childminder holds a relevant childcare qualification at level 6.

## Information about this inspection

### Inspector

Anca Sandu

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together. They discussed how the curriculum is organised and what the childminder wants the children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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