

Childminder report

Inspection date:

14 July 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 confident and motivated to learn in this inspirational setting. They run to the childminder, who receives them with a warm welcome. Children know what they want to learn and seek out their favourite activities. They ride tricycles and cars in the garden, negotiating space, developing their gross motor skills. They become builders, stacking blocks while counting to 20. They describe how 'tall' and 'wobbly' their towers are and laugh with joy when they fall down.

Children develop confidence and resilience when on trips and outings. They learn about professions by visiting the local fire and police stations. Children use the cosy mats in the garden to read their favourite books. They listen carefully and repeat phrases when the childminder reads to them. Stories come to life when they visit the Gruffalo trail at the park. Children learn about nature when they visit an allotment. They practise their fine motor skills when they dig and plant different kinds of vegetables. The childminder teaches children to talk about the importance of taking care of plants. Children become very curious and excited to pick what they have grown.

Children's behaviour is remarkable. The childminder is an excellent role model, teaching children about kindness and respect. As a result, children learn how to understand and manage their own behaviour. They listen and respond to instructions and anticipate what will happen next. They tidy away and help the childminder prepare food for snack and lunchtime. Children take turns and are highly respectful of each other. Older children have patience with younger friends and include them in their play.

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

- Children self-select their favourite activities and are fully immersed in their play. They enthusiastically join in adult-led experiences, listening to the childminder's instructions. They talk about a visit to the aquarium as they try to free toy sea creatures from ice blocks. They use their hand-to-eye coordination and physical skills to break the ice with a wooden hammer. They squeal with laughter when the ice flies out of their tray, saying, 'It is slippery,' and 'It is cold.'
- Teaching is highly effective. The childminder provides excellent support for children's language development. She talks to children about what they are doing, asking questions to encourage discussions. Children name animals printed on blocks. They chat about a trip to the zoo and remember a zebra. Children make connections about using a zebra crossing to cross a road safely. They have a love of books and enjoy singing nursery rhymes and songs.
- Well-established routines help children to have a structure to their day. Children enjoy having the choice to play indoors or outdoors. They can anticipate what

may happen next, for instance when it is time to eat. Children choose healthy options at mealtimes and enjoy preparing their snack. They know the importance of personal hygiene and wash their hands before meals.

- Children's behaviour is exceptional. Children learn how to manage their feelings. They take turns in games and share activities and play experiences. The childminder responds to children's emotions, so they feel safe and secure. Children welcome praise and show pride in their achievements.
- Transition arrangements are excellent. The childminder finds out about children's abilities and routines before they start in the setting. This enables her to tailor settling-in sessions to meet children's individual needs. The childminder communicates superbly with other settings children attend. This helps new settings to understand children's past and current experiences.
- The childminder has expert knowledge and experience in supporting children with additional needs. Her work with other professionals guarantees children have access to targeted support. This enables children to make significant progress in their development so they can reach their full potential.
- Parent partnerships are strong. Parents speak extremely highly about the childminder and the exceptional experiences provided for their children. Parents feel well informed about their children's development. They enjoy looking at photos and reading progress reports about their children. They appreciate knowing how to support their children's learning at home.
- The childminder places a high emphasis on her professional development. She uses self-evaluation to help her to measure the impact of her teaching. As a result, children make excellent progress in their learning. The childminder occasionally works alongside her daughter as her assistant. They evaluate their practice together and have discussions about what is going well and improvements that can be made.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is exceptionally knowledgeable about her responsibilities to protect children from harm. She can recognise the signs and symptoms of abuse in young children. She knows the steps to take to report concerns about a child's welfare to relevant professionals. The childminder updates her knowledge by attending safeguarding training and briefings alongside her assistant. She cascades information to parents about online safety to raise awareness. The childminder has policies on medication and infection control to prevent the spread of infectious illnesses. She ensures her setting is a safe place. She has robust policies and risk assessments in place that assure children's safety.

Setting details

Unique reference number	202161
Local authority	Essex
Inspection number	10289563
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 1999. She lives in Heybridge, Essex. The childminder operates Monday, Tuesday, Wednesday and Friday, all year round, from 7am to 7pm, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder occasionally works alongside her daughter, who holds qualified teacher status, as her assistant. She provides funded early education for two-, 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 the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning discussion together to understand how the early years provision is organised. 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 to parents and took account of their views.
- The childminder shared documentation, including evidence of suitability and training certificates, with the inspector.

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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