

Childminder report

Inspection date: 12 February 2024

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 thrive at this incredible setting. The childminder has created a safe, warm, and welcoming environment where children are given every opportunity to flourish. Children demonstrate secure attachments and emotional security. They ooze confidence and demonstrate a strong sense of self-worth. This is because the childminder places a high priority on ensuring that children receive the love, security, and care that they need to become confident and resilient individuals. Her committed approach to children's self-esteem helps children to develop a positive sense of identity.

Children benefit from an extensive range of experiences that support and promote their learning. The childminder uses her expert understanding of children's learning styles and interests to provide an environment that inspires, motivates and challenges children's thinking. As a result, children show the utmost curiosity as they explore the very well-considered environments with anticipation and wonder. For example, babies seek out and investigate 'treasures' such as brightly coloured gems and dry pasta shapes.

The childminder has high expectations for how children behave. The children are regularly reminded about these behaviours. The childminder supports children to think about how their choices have an impact on others and to seek different ways of behaving. For example, when children are reluctant to share the beanbags, the childminder provides them with thinking time to reconsider their choices. As a result, children are taking ownership of the choices they make. Children respond well to instructions from the childminder and demonstrate their secure understanding of the rules.

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

- The childminder has used her robust knowledge of how children learn to construct a rich and ambitious curriculum. Children benefit from learning experiences that enrich and extend their knowledge and skills. Children learn essential skills needed to help them progress with their learning. For example, they develop fine motor skills using pipettes, and threading pipe cleaners through a colander. This supports them in managing zips and buttons as they become independent.
- Communication and language are woven seamlessly through the curriculum. The childminder fully understands the impact of the COVID-19 pandemic on speech and language outcomes for some children. Her curriculum and teaching provide rich and varied opportunities for children to build their vocabulary. Children practise and refine their spoken language. Storytelling creates extensive opportunity for children to listen, contribute and describe the pictures. As a

result, children are becoming confident communicators.

- Children are highly motivated to join in and take part in the exciting activities on offer. They use their imagination, fascinations and curiosity to develop and extend their ideas. The childminder helps children to think about possibilities using thought provoking questions and supporting their ideas. Consequently, children are becoming critical thinkers and expert problem solvers.
- The quality of teaching is exceptional. The childminder organises and delivers her teaching in a way that inspires children. Activities are fully inclusive and consider the varying stages of development that children have. For example, when making pancakes, all children can participate at their level of development. Babies make marks in the flour with spoons and whisks and have smaller jugs to pour their milk.
- Children are becoming fiercely independent. The childminder equips them with the skills they need to manage a range of tasks and lead their own learning and development. For example, children, including babies, manage their personal hygiene tasks such as wiping noses.
- During activities, children demonstrate high-level mastery and skill that they have developed over time. They crack their own eggs into bowls and cook pancakes on a gas hob. The childminder has ensured that children understand the safety rules. For instance, they know that the flame is hot and can burn their skin if they touch it. As a result, children are beginning to understand risk and manage their own safety.
- The childminder is incredibly passionate about her work. She is unwavering in her pursuit of giving children the best start in life. She has a comprehensive plan of improvement and challenges herself through meticulous self-evaluation and regular professional development. This translates consistently into the exceptional quality of care and education she provides. The childminder takes all necessary steps to safeguard children. This extends to helping children develop an awareness of how to keep themselves safe. For example, they learn about road safety and how to deal with strangers.
- Parents speak highly of the setting and comment on the excellent communication and information sharing that complements the wonderful care. They feel delighted with how happy and settled their children are, and the fantastic progress they make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY457899
Local authority	Essex
Inspection number	10308400
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 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	12 March 2018

Information about this early years setting

The childminder registered in 2012. The childminder holds a relevant childcare qualification at level 3. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, and the interactions between the childminder and children, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector including through a range of testimonials.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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