

Childminder report

Inspection date: 5 September 2024

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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are at the centre of everything the childminder does, and it is evident that she values and celebrates their views. She supports children to be effective communicators who have autonomy over their own learning. Children confidently express themselves. They make choices, indicate their interests and make changes to their routine. For example, children tell the childminder that they are hungry and would like to eat their lunch earlier than usual. The childminder has high expectations of children's behaviour. Children behave impeccably, demonstrating a clear understanding of the rules and boundaries. They share resources and are learning how to recognise the impact that their behaviour has on others.

The childminder creates an exceptionally language-rich environment, which supports all children to acquire and use language. Children consistently use new vocabulary. They demonstrate enjoyment in interacting with the childminder and each other. The childminder uses highly effective questioning to support children's learning. She allows children time to think things through and communicate what they know. Children respond to questions, follow instructions and express themselves with ease. Children enjoy singing and doing the actions to familiar songs. They are developing a love of reading and listen intently to stories the childminder reads to them.

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

- The childminder has a clear intent for what she wants children to learn. Her interactions with children are of a high quality and contribute well to delivering the curriculum intent. Children's experiences are carefully planned to build on what they know and can do to support them in developing the skills needed for future learning. The impact of the curriculum on what children know, can remember and do is highly effective.
- The childminder is highly successful at giving children a rich and broad set of experiences that support their knowledge and understanding of the world around them. She uses the local community to provide children with learning experiences to broaden what they know and introduce them to new interests. For example, they visit the local farm, library and park. The childminder ensures that these rich experiences are planned in a way that support children's learning, and they considerably strengthen what she teaches the children.
- Parents state that the childminder goes above and beyond to provide their child with the best possible start in life. They explain that she gives children a variety of activities and supports them in every area of their learning and development. They explain that the childminder communicates effectively with them, and they feel fully involved in their child's learning and development. Parents say they highly recommend her service to others, and they cannot think of anything she

could do to improve.

- The childminder continually reflects on the service she provides and uses this to identify ways to improve. She has a clear plan of what she wants to do and how to achieve this. She uses research, training, webinars and advice from other childminders to continually develop her skills and knowledge so that children make the very best possible progress.
- Children show they feel safe and secure in the setting. They demonstrate high levels of engagement in all activities, persevering to complete tasks and working together to solve problems. Children smile in delight when completing tasks. They recall things they have learned and describe a bug hunt when they watched caterpillars transform into butterflies.
- The childminder has an excellent knowledge of all the children in her care and how to support them to make exceptional progress in their learning and development. She understands the importance of encouraging children to keep trying when they encounter difficulties, to help them be successful learners. Children make sustained progress, rapidly developing the key skills they need to be ready for the next stage in their learning.

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	EY464076
Local authority	Essex
Inspection number	10354863
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 2013 and lives in Basildon, Essex. She operates all year round, Monday to Friday, from 7am until 5.30pm, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Whiteley

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 inspector carried out a learning walk together. The childminder talked to the inspector about how she plans her curriculum and what she wants children to learn.
- The inspector observed adult-led activities and interactions between the childminder and children.
- The inspector considered the views of parents through discussions.
- The inspector communicated with the children.
- The inspector viewed documentation, including evidence of suitability and training certificates.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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