

Childminder report

Inspection date: 30 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 thoroughly enjoy their time in the childminder's affectionate and nurturing care. The childminder uses her excellent teaching skills to ignite children's curiosity and motivate them to be independent learners. Children are highly inquisitive and ask questions to further their knowledge. For instance, when painting, they ask what colours they need to make the colour green. They demonstrate their existing knowledge by sharing their thoughts and ideas when mixing colours. Children thoroughly enjoy playing in the childminder's wonderful garden. There is a buzz of excitement from the children as they discover different ways to transport water around the garden.

Children consistently try hard to succeed. For example, they persist when exploring how to fix guttering together so that the water flows into the mud garden. Children demonstrate remarkably positive attitudes to learning and recall familiar stories. They recite key phrases and predict what is going to happen next in the story. Children's speech and vocabulary are exemplary. The childminder successfully introduces new words into the children's vocabulary, for example 'hover' and 'juicy'. Children then use these words independently in their play. Children's behaviour is excellent. All children of different ages play happily together. They have the confidence and skills to resolve disagreements that occasionally arise while sharing toys during their play.

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

- The childminder provides the children with a variety of amazing learning experiences. For example, they go on trips to the seaside as well as the local forest and parks, where they join in story time and build dens. They grow fruit and vegetables at the community allotment. Children visit the local castle and learn about historic events. This helps them to develop an understanding and respect for people and communities beyond their own.
- The childminder has an ambitious curriculum that motivates children to learn new skills. For example, children prepare their snack and use safety knives to cut up watermelon. They independently spread butter on crackers, peel fruit and pour their own drinks. The childminder skilfully ignites children in conversation about how to use the blender to make fruit smoothies. Children recall that they have to press the button for the blender to work. This shows that children are developing excellent memory skills and are building on previous experiences, which embeds their learning.
- The childminder provides a highly motivating language-rich environment for children to develop their excellent communication skills. Children enjoy listening to familiar rhymes, songs and books. They enthusiastically pretend to hop like a bunny as they sing along to the 'Hop Little Bunnies' song. The childminder

interweaves open-ended questions in her interactions with children. This gives them ample time to answer and express themselves. As a result, children are confident communicators.

- Children develop their mathematical understanding exceptionally well. For example, they count how many cups of flour they need when making play dough. Children develop an understanding of concepts such as 'half', 'more' and 'less'. The childminder uses directional language as children play, such as 'behind' and 'on top', and waits to see if the children have understood. Children beam with excitement when the childminder praises them for their achievements.
- There is a strong focus for children to develop their social skills. Children demonstrate excellent manners. For example, they keenly fetch the plates and cups and lay the table. Children ask to leave the table when they have finished eating. They say 'please' and 'thank you' unprompted.
- The childminder is constantly developing her outstanding provision. For example, she attends training courses to extend her already excellent knowledge. The childminder adapted her curriculum after completing training to further support children's speech and language. This has had an extremely positive impact on the quality of her provision.
- Partnerships with parents are superb. Parents express a tremendous amount of praise for the care and education their children receive. They value the childminder's support and state that she has had 'an enormous impact on our children's lives'. She provides home learning ideas for parents to support their children's development. The childminder uses an online app to keep parents updated with their children's development. This helps to provide continuity of care and learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to safeguard the children in her care. She attends training to ensure that her knowledge is up to date. She is fully aware of the signs and indicators that could mean a child is at risk of harm or abuse. She has clear procedures to follow should she have concerns about a child's well-being. The childminder has exemplary knowledge of wider safeguarding issues, such as female genital mutilation, breast ironing, county lines and radicalisation.

Setting details

Unique reference number	590080
Local authority	Essex
Inspection number	10127079
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	6
Number of children on roll	10
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2001 and lives in Colchester. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Discussions were held between the childminder and the inspector to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents through their written feedback.
- The inspector looked at a sample of the childminder's documentation, including evidence of qualifications and the suitability of those living on the premises.

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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