

Childminder report

Inspection date: 12 December 2024

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 adore attending this all-inclusive, remarkable setting. The childminder greets children with commendable warmth and encouragement. Children quickly form incredible bonds with the childminder and they become highly settled and keen explorers. The childminder creates exciting and stimulating learning environments, both indoors and outdoors. Children run and squeal with delight outdoors with the freedom to express themselves. The childminder encourages them to balance on blocks and navigate steps, slides and push bicycles. Children eagerly create mud pies and search for insects alongside their friends.

The childminder has highly ambitious goals for all children's learning and development. She is exceptionally skilled in creating activities that challenge children in their learning and enjoyment. The childminder's high-quality curriculum captures children's interests and growing skills and they become independent learners, showing high levels of curiosity. Children listen to the childminder's stories with awe and wonder. They join in with repeated phrases as they anticipate what will happen next for the three little pigs. Children delight in building a house that will protect the pigs from the big bad wolf. The childminder challenges children to make the house stronger each time and they thrive on the wonderful praise and encouragement. Children demonstrate taking turns, sharing and looking after equipment. They look out for each other and seek out friends to play with.

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

- Children behave exceptionally well. The childminder and any assistants act as commendable role models for kindness and respect. The childminder sets consistent boundaries and routines. Children feel incredibly secure in what is happening now and what happens next. They happily tidy up and look forward to each part of the day.
- The childminder creates wonderfully sociable and enjoyable snack times and mealtimes for children. She engages them in conversations about different foods and cultures. The childminder takes children to farm shops to find new fruits and vegetables, which she encourages them to explore and taste. Children enjoy these sensory and social experiences, while deepening their knowledge of where food comes from.
- The childminder prioritises children's ability to self-care. She shows children how to peel and cut fruit, spread butter and pour drinks from a young age. Children take pride in serving themselves. They confidently crack eggs and stir mixtures to make muffins. The childminder skilfully teaches children how to maintain their personal care and hygiene. Children develop an excellent understanding of how to look after their own bodies and how this contributes to their good health.
- The childminder has established incredible partnerships with parents. Parents

praise the childminder for her welcoming and nurturing nature. They appreciate her attention to detail in activities that children enjoy. Parents are grateful for the tailored support for children who are bilingual or need additional support with their mental health. Parents highly approve of the newsletter that the childminder shares with them. They appreciate the advice, ideas and reassuring content.

- The childminder gets to know children extremely well and this enables her to plan exceptional activities that ignite children's interest. The childminder and any assistants challenge children to think of solutions themselves. They seamlessly integrate all areas of learning into children's play. Children delight in counting cups at the table. They experiment with marbles in cocoa powder to represent craters on the moon. Children of all ages engage amazingly well and show great curiosity, asking questions to find out more. As a result, children make excellent progress in all areas of learning.
- The childminder and any assistants create marvellous language-rich learning spaces. They superbly model new language, linking learning to stories and songs. As a result, children access learning in the most effective ways for them. They laugh, sing and chat animatedly alongside their friends as they learn and play.
- The childminder creates sublime opportunities for children to access the community. She takes children on amazing adventures to parks and woodland. Children excitedly follow nature trails and take on physical challenges. The childminder teaches about wildlife, habitats and homes that people live in. In supporting a food bank, the childminder models the importance of helping others. Therefore, children develop a deep respect for others and their environment.

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	EY452951
Local authority	Essex
Inspection number	10367512
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 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	11 February 2019

Information about this early years setting

The childminder registered in 2013 and lives in Brentwood, Essex. The childminder operates Monday to Thursday, from 7.30am until 5.30pm, all year round, except for bank holidays and family holidays. She works with an assistant. The childminder holds an appropriate early years qualification at level 3. She offers government funded places for childcare.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what she wants children to learn.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector observed the quality of education indoors and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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