

Childminder report

Inspection date: 4 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming homely environment in which children move freely between the lounge and playroom. This helps children to be secure in the childminder's home and to develop a strong sense of belonging. Children are kind, caring and very respectful of each other's needs. For example, when children choose to play in the room where others are taking a rest, they instinctively know to speak in quiet voices so as not to disturb them. Children confidently use good manners, adding a 'you are welcome' into their communication with the childminder when she thanks them for doing something. Children are helpful and organise each other. For example, while the childminder prepares the children's packed lunches in the kitchen, children find aprons from the rack and assist each other to put them on with no instructions to do so from the childminder.

Children are good communicators. They engage in purposeful discussions with the childminder and each other throughout the day. The childminder uses new found knowledge from training courses to enhance her interactions with children, further promoting their speech and communication skills. They enjoy a daily story together where they join in with tongue exercises to help to strengthen their tongue muscles for clearer speech and pronunciation. They touch their fingers in turn and make pecking actions with their finger and thumb to strengthen their fingers to help to develop early writing skills.

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

- The childminder has many years of childcare experience behind her, which she uses to effectively provide a stable and secure childminding provision. She keeps her experience up to date through relevant training courses and online support networks. When the childminder identifies an area in which she can further develop, she seeks appropriate training or researches around the subject. For example, in order to further support children with some speech delay, the childminder sought speech and language training online and now uses this learning effectively in her everyday practice.
- The childminder works with an assistant one or two days per week. Since the last inspection, she has developed her arrangements for supporting and coaching her assistant.
- Parents contributed towards the inspection through written comments and testimonials. All are extremely positive, with parents commenting on how much their children love attending the childminder's care. They comment on the excellent support the childminder gives their children to develop their skills in all areas, especially independence.
- The childminder has a sectioned area of her garden specifically for childminding, which is undercover, enabling it to be used in all weathers. Children are able to

play in this area wherever they choose to. However, the childminder recognises that her provision for children's learning outdoors is not as well established as her indoor provision. She takes children on some trips and outings, however, acknowledges that these are usually planned trips with a focus. She talks about wanting to further develop her skills in relation to delivering an outdoor curriculum and how she will achieve this.

- Children develop an interest in numbers, shapes and mathematical concepts as the childminder encourages them to count in their everyday play. They talk about the shapes they see in the environment and compare things of different sizes. Children enjoy participating in board games, where they recognise numbers one to ten and place them in order. Younger babies are able to feel part of this activity by helping to spin the dial for the older children.
- The childminder encourages parents to be involved in their children's learning. She often sends home learning activities with instructions on how to complete them. Children also have the opportunity to borrow books from the childminder to read with their family. The childminder asks parents to write a comment about how the children have enjoyed the book and any shared learning from this process. Since the last inspection, the childminder has started using an online application to support her childminding. Parents are able to access the app throughout the day and keep up to date with what their child is doing and how they are developing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has very good safeguarding knowledge. She regularly updates her safeguarding training, which helps to keep her abreast of changes and new guidance in relation to child protection. The childminder is knowledgeable about the signs and symptoms of all aspects of abuse and knows what action to take if she has concerns about any of the children in her care. The childminder ensures that her assistants keep their safeguarding knowledge up to date and understands the procedures to follow if there are any allegations made against her or any of the adults connected to her childminding provision.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop further the provision to extend children's learning in the outdoor environment.

Setting details

Unique reference number	149123
Local authority	Southend-on-Sea
Inspection number	10311478
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	0 to 4
Total number of places	12
Number of children on roll	6
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2001. She operates term time only from 7.30am until 5.30pm, Monday to Thursday. The childminder works with an assistant. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lynn Hughes

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of their premises used for childminding and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between staff and children.
- The childminder and inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided the inspector with written feedback.
- 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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