

Childminder report

Inspection date: 8 July 2022

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

Children are happy and settled in the childminder's welcoming home. The childminder takes the time to get to know them very well. She provides familiar routines to help children to settle quickly. The childminder is exceptionally warm, caring and sensitive to children's individual needs. Children develop extremely close attachments with her, which shows that they feel safe and valued.

Children keep on trying as they practise their skills. For instance, they persist in trying to fit pieces into the puzzle board. The childminder offers them sensitive support to help them achieve. She supports their self-esteem well, offering them encouragement. Children are encouraged to do things, such as putting on shoes, for themselves. This helps to support children's independence and ensures they are prepared when they move on to pre-school or school.

Children make good progress in their development. They participate in a range of enjoyable activities to help them meet the next steps in their learning. For example, children squeal with delight as they experience the different textures provided in the farmyard play tray. They confidently explore the toys available to them. They select items of interest, such as farm animal figures, and laugh and giggle as they make sounds to accompany their imaginary play. Children benefit from the childminder's interactions with them at these times.

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

- The childminder uses every opportunity to encourage children to communicate. She uses ongoing commentary as children play. The childminder asks children interesting questions that extend their learning. For example, she asks questions that reinforce and extend children's understanding of shapes as they play.
- The childminder is a good role model and interacts positively with children. As a result, children listen and respond attentively when she speaks to them. Children behave very well. The childminder provides children with lots of positive praise throughout the day. She teaches them to share and take turns, and encourages even the very youngest children to wait for their turn to play with a toy.
- The childminder develops positive partnerships with parents. For example, she works with parents to support children during times of transition, such as when learning to use the toilet. The childminder is reflective of practice and swiftly acts on feedback from parents to further develop effective partnerships. Parents speak highly of the childminder. They appreciate her warm and friendly approach and report that children love their time with her.
- Children learn about making healthy choices. They visit the local supermarket to choose fruit for their snack. When they return, they enjoy preparing and tasting a variety of new fruits.

- Children have opportunities to be physically active. They benefit from an array of exciting outings, which support them to build on their understanding of the world. Children experience communities beyond their own. For instance, they visit the library, the aquarium, toddler groups and local parks. Children develop confidence in new social situations.
- The childminder works effectively with other settings that children attend. She regularly discusses children's progress and works collaboratively with them to come up with ideas about how to best support children's development. This ensures continuity for children's care and learning. Successful working partnerships have had a very positive impact on children's progress.
- Young children develop the small muscles in their hands as they use building blocks and fit pieces into puzzles. This helps them to build the strength needed ready for when they learn to write.
- The childminder keeps her knowledge up to date. For example, she attends regular paediatric first-aid and safeguarding training. She keeps up to date with any changes to the 'Statutory framework for the early years foundation stage'. She is reflective of her practice and regularly asks parents for feedback. However, more recently, she has not always considered professional development opportunities where she could build on her existing knowledge and skills to raise the quality of teaching to the highest level.
- The childminder supports children very effectively to develop friendships and to learn how to play with others. For instance, older children thoughtfully share stories with younger children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the signs and symptoms that may suggest a child is at risk of harm. If she has concerns about a child's safety or welfare, she knows who to inform and where to seek advice. The childminder keeps her training up to date to ensure that her knowledge is current. The childminder ensures that children are able to play in a safe and secure environment. This has a positive impact on the children's safety and well-being. There are appropriate measures in place to keep children safe on their regular outings, or in the event of a fire.

What does the setting need to do to improve?

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

- engage in targeted professional development opportunities to help build on existing knowledge and teaching skills, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	149128
Local authority	Southend-on-Sea
Inspection number	10072439
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 May 2016

Information about this early years setting

The childminder registered in 2001. She lives in Shoeburyness, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She accepts funding for the provision of free education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Le Marie

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 talked to the inspector about her curriculum and what she wants the children to learn.
- Parents shared their views through verbal and written feedback. The inspector took account of these views.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- 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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