

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are very comfortable in the childminder's home. They are highly independent. For example, children fetch their own plate from the cupboard as soon as they hear it is lunchtime. They are determined to do things for themselves. Children say, 'I can do it' when the childminder suggests that she cleans a toy for them. They try hard to put on their own boots to go outside. Children are fascinated to see what happens when they splash in puddles of differing sizes. This supports their developing understanding of cause and effect. Children are learning about road safety. They listen carefully and look both ways before they tell the childminder it is safe to cross.

Children explore a box of real fruit and vegetables. They are curious to find out the names of those they do not recognise. Children hear new and exciting words, such as 'pomegranate' and 'coconut'. This extends their existing vocabulary. The childminder builds on children's eagerness to find out more. She shakes the coconut and children try to guess what is inside. They watch in anticipation as the childminder's husband breaks it open. Children are excited to taste it and drink the juice from inside the coconut. This gives them interesting, first-hand experiences.

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

- The childminder reflects on her provision. She assessed how children used the available toys and recently reduced the number of resources. She has found that children are now more engaged in what interests them. The childminder has completed a range of courses to increase her professional knowledge.
- Children are very keen to investigate and experiment. They mix flour and water and use all their senses to discover more. For example, the childminder offers them spices to smell and add to their creation. She encourages children to touch the mixture and describe how it feels. They add items such as spoons and cake cases to test and find out which will float or sink.
- The childminder plays alongside children and is an intuitive teacher. She provides resources and activities that she knows will capture children's interests. However, sometimes, the childminder is not clear on what she expects children to learn from what she provides. This means that, on occasions, children are not consistently challenged to build on their existing skills and knowledge.
- The childminder helps children recognise and talk about emotions. For example, they discuss how the tiger in the story feels. Children show the childminder a sad face and tell her why the character is upset. This supports their emotional well-being and gives children the confidence to express themselves.
- The childminder engages children in conversations and listens carefully to their responses. She shows that she values their thoughts and opinions. This encourages children to speak more. However, at times, the childminder does not

repeat back the correct pronunciation of words so children hear these spoken accurately.

- The childminder helps children make sense of important events. For example, they eagerly tell the inspector that Remembrance Day is to say, 'thank you to the brave soldiers'. Children are interested in a display of poppies on the church wall and listen when the childminder explains the meanings of the different colours. This increases children's understanding and builds on what they already know.
- The childminder threads mathematical concepts into children's play. For instance, she suggests that children roll a ball faster as they play skittles. The childminder asks children to count the skittles and work out how many have fallen. Children, therefore, begin to learn that numbers have meaning.
- Children have many opportunities to become familiar with their local community and the world around them. Children join the childminder on walks to school and regularly visit the library and nearby parks.
- The childminder gathers information from parents when children first start. She uses this and her own observations to plan activities she knows children will enjoy. The childminder shares information with other settings children attend, to promote consistency.
- Parents say their children 'adore' the childminder. They appreciate that she kept in touch throughout the COVID-19 pandemic. Parents say this smoothed children's transition back to her setting. The childminder sends parents photos of their children's day and they feel well informed. Parents comment that their children are more independent since being with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training and accesses online courses to keep her safeguarding knowledge up to date. She is able to identify children who may be more vulnerable to abuse or neglect. The childminder knows the procedures to follow if she has concerns about a child. This includes in the event of an allegation against herself or other adults who work with children. The childminder recognises the importance of keeping accurate records and working with other agencies to protect children's well-being. She talks to older children about keeping safe online.

What does the setting need to do to improve?

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

- place stronger emphasis on the intent of activities so that children's learning is more focused
- support children to make even more progress with their growing vocabulary by consistently modelling the correct pronunciation of words.

Setting details

Unique reference number	201983
Local authority	Essex
Inspection number	10234294
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	3 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 1987 and lives in Great Wakering, Southend-on-Sea. She provides care all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

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 childminder.
- The childminder and the inspector completed a learning walk together of the areas of her home she uses for childminding, and they discussed her curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of parents' written views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector accompanied the childminder and children on a walk to collect older children from school.

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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