

# Childminder report

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Inspection date: 13 July 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|----------------------|
| Overall effectiveness at previous inspection | Requires improvement |
|----------------------------------------------|----------------------|

## What is it like to attend this early years setting?

### The provision is good

Children have good relationships with the childminder and each other. They are happy, confident and settle quickly. Children are eager to take part in planned activities. They develop a love of books and listen intently to stories. Children recall what happens to the hungry caterpillar after he finishes eating lots of food. They excitedly tell the childminder that he will become a butterfly. Children thrive on the praise they receive, beaming with pride as the childminder takes time to acknowledge their achievements. Children make good progress. Overall, they learn a good range of skills to help support the next stage in their education, including starting school.

Children develop good social skills and behave well. They take turns, share resources and sit down at the table to wait patiently for their snacks or lunches. Children know that they need to wash their hands before eating. This helps them to learn how to keep themselves healthy and the importance of good hygiene routines. Children enjoy learning about where their food comes from. They have helped the childminder plant potatoes and strawberries in her garden. Children remember eating the strawberries, sharing that the hungry caterpillar in the story ate some too.

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

- Children enjoy creating a caterpillar from cucumber and tomato slices. They tuck into their snack, finding amusement in the knowledge they are eating a 'caterpillar'. However, the childminder does not make the most of opportunities as they arise, particularly during planned activities, to encourage children to count and use numbers to support their mathematical development.
- The childminder provides children with an educational programme that helps to support what they need to learn next. She regularly observes and assesses their achievements to track their progress. The childminder has a good understanding of child development. This enables her to identify any gaps that emerge in children's learning and take action to help them catch up.
- Partnerships with parents work well to promote good levels of continuity in children's care and development. The childminder keeps parents up to date with their children's progress and the next steps in their learning. The childminder shares a daily diary with parents. This helps to keep everyone aware of how children are and what they need to learn next.
- Children enjoy exploring the life cycle of the caterpillar. They carefully colour in and place the different pictures of the caterpillar, cocoon and the butterfly in the right order. However, the childminder overlooks ways to further extend children's independence skills. For example, she completes tasks, such as using scissors, that children could learn to do for themselves.

- The childminder has a positive attitude to improving her practice. She uses training courses to help her support different areas of children's learning and development. For example, the childminder has completed training about promoting children's speech and language within her setting. The childminder sometimes works with an assistant. She takes time out at the end of the day to evaluate and discuss the day's activities with her assistant. In addition, the childminder ensures that she finds out her assistant's training needs and books her onto courses where relevant. Both the childminder and her assistant complete mandatory training, such as safeguarding and first aid.
- The childminder provides good support for children who speak English as an additional language. She speaks to them in their home language and then translates the words directly to English. This helps children to connect their words with the English equivalent. Consequently, they quickly develop their speaking and listening skills to help them make good levels of progress.
- The childminder's links with the local school teachers promote continuity of care and learning for children as they move from the childminder's care into school. The childminder takes and collects older children from school regularly. This helps children to see and become familiar with the new environment ready for when they start school. The childminder speaks to the teachers and shares information about what children know and can do. This helps teachers to plan for what children need to learn next.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that may indicate that children are at risk of harm or abuse. She knows which statutory authorities to contact in the event of any concerns about children. The childminder keeps her child protection training updated. She ensures that her assistant also attends safeguarding courses to help her identify any concerns about children. The childminder has organised a folder to help keep all procedures and policies close to hand for her and her assistant. The childminder understands the risks to children from radicalisation and extremist views.

## What does the setting need to do to improve?

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

- make greater use of opportunities to encourage children to use numbers and mathematical concepts, particularly in planned activities
- develop the curriculum further to help children become increasingly more independent and ready for the next stage in their learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 202264                                                                            |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10214405                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 21 September 2021                                                                 |

## Information about this early years setting

The childminder registered in 1998 and lives in Harlow, Essex. She operates all year round, from 7.30am to 6.30pm, Monday to Wednesday, and also Friday. The childminder has a relevant childcare qualification at level 3. She sometimes works with an assistant.

## Information about this inspection

**Inspector**  
Sue Buckingham

## Inspection activities

- The inspector discussed any continuing impact of the Covid-19 pandemic with the childminder, and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector all areas of their premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector completed a learning walk together to discuss their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact this was having on children's learning.
- The childminder and inspector discussed an observation, how the curriculum had been implemented, and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- 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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