

Childminder report

Inspection date: 8 February 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

Children are happy, confident and settled in the childminder's care. She knows them well and provides a warm and welcoming environment. Children benefit from a range of stimulating resources that excite their imaginations and help motivate them to explore, investigate and experiment. The children engage in their chosen play and invite the childminder to join in, confidently communicating their wishes and needs. As a result, they make good progress from their starting points.

Children behave well as the childminder has clear expectations and routines in place for them. For example, children sit for mealtimes and tidy away toys. The childminder models good manners, such as saying 'please' and 'thank you', and when children repeat these words back to her, she offers them high praise. Children form close bonds with the childminder, who regularly offers cuddles to support their emotional development.

Children are supported to develop their independence. For example, they are encouraged to do things for themselves, such as washing their hands before mealtimes and changing into their clothes from their pyjamas when they arrive. They are beginning to learn how to hold a pencil in readiness for practising their early writing skills.

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

- The childminder evaluates her provision and has a clear vision of her strengths and weaknesses. She is committed to her role and makes use of professional development opportunities to keep up to date. The childminder uses this new knowledge well to enhance her provision further.
- The childminder knows the children very well. She plans an exciting and stimulating curriculum that focuses on children's development, individual needs and parental input. She swiftly identifies any potential gaps in their learning to provide additional support if required. This means that children acquire the skills, abilities and attitudes to prepare them in readiness for the next stage of their development or school.
- The childminder encourages children to develop their communication and language skills. For example, she supports them in developing new vocabulary by modelling new language as they play. Children enjoy singing nursery rhymes and songs, and they share stories and read books daily. The childminder uses opportunities that arise naturally through play to develop children's mathematical understanding of counting and shapes.
- Children learn about oral hygiene. For example, they learn about the importance of looking after their teeth. Children look in mirrors to examine their teeth and brush them. The childminder talks about what happens at the dentist and that

brushing their teeth helps to get rid of germs.

- Children develop their physical skills well. They learn to coordinate their movements as they take part in music and movement activities. Children learn to move confidently and safely as they use the climbing apparatus at a local park.
- The childminder teaches children about their local community and the people who help them through fun activities. For example, they build a 'fire engine' using cardboard boxes and other resources. Children then use their imagination and pretend to be firefighters, putting out the 'fire'.
- The childminder provides children with a range of food and drink. However, she does not help to consistently develop their understanding of healthy eating choices. For example, the childminder gives children sugary biscuits for snack. This does not give them clear messages about eating a healthy diet.
- The childminder provides a welcoming and inclusive environment. She respects and values each child's individual characteristics and abilities. The childminder helps children to learn about the differences between themselves and others.
- Parents are very complimentary of the childminder and the care their children receive. They are pleased with the progress that children make. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works together with parents to support their children's development and learning, both at the setting and at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She is able to recognise a range of signs that may indicate that children are at risk of harm, and she is aware of the procedures to follow should she have any concerns about a child. The childminder understands how to manage allegations of harm or abuse against herself or anyone who lives in her home. She has robust risk assessments to ensure that the environment is safe for children. This helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- support children to make healthy eating choices to help promote their understanding of how this contributes to their good health.

Setting details

Unique reference number	202289
Local authority	Essex
Inspection number	10264320
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	2 to 14
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 1993 and lives in Basildon, Essex. She operates all year round, from 7.30am to 6pm, on Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays that are agreed in advance. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Tina Mason

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 childminder.
- The childminder explained her intentions for the children's development and how she plans and implements her education programme.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and secure.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector talked with the childminder and minded children at appropriate times throughout the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the written views of parents at the time of the inspection.

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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