

Childminder report

Inspection date: 13 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have warm, trusting relationships with the childminder and her assistant, helping them feel safe and secure. They enter happily, excited to see their friends. Children soon become engaged in a range of activities that are planned carefully to support their learning and develop their existing abilities. For example, they have plenty of opportunities to play with jugs and funnels at the water tray. This helps them to practise meaningful skills, such as those needed to be able to pour their own drinks. Even the youngest children are becoming confident to count objects. They join in and point when the childminder counts the dinosaurs.

Following the COVID-19 pandemic, the childminder identified that some children needed more support in strengthening the small muscles in their hands. She introduced a variety of suitable resources, such as pumps and 'squirty' bottles. Children excitedly squirt the water and show progress as they master using the pump.

Regular trips to nearby attractions enhance children's experiences. Children spend a lot of time outdoors and go on outings to places such as the farm, zoo and sea-life centre. Children use large equipment confidently. They challenge themselves when sliding down long slides and attempting to climb across a chain bridge.

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

- The childminder works alongside her husband, who is her assistant. They form a very strong team and complement each other's strengths. They reflect on their practice together daily and discuss possible improvements. Through training and coaching, the childminder ensures her assistant is equipped with the knowledge he needs to provide good-quality care.
- The curriculum focuses on what the childminder wants children to learn and be able to do by the time they leave the setting. She and her assistant demonstrate a good understanding of the purpose of the activities they provide and how children will benefit. This contributes to all children making progress.
- The childminder and her assistant know the children extremely well. They identify children's interests and use these to engage them. For example, when they visit the farm, they use children's fascination with tractors as an invitation to count objects and to practise their observational skills.
- Both the childminder and her assistant interact with children on their level and become involved in their play. This enables them to swiftly recognise how they can build on children's learning and provide appropriate support when needed. For example, the assistant introduces mathematical concepts such as 'heavy' and 'full' at the water tray. Children soon begin to use these words in context when filling up their watering cans.

- There is a strong focus on building children's existing language skills. For instance, when necessary, the childminder clearly repeats back to the children what they have said. This allows children to hear how words and phrases should sound. However, at times, both the childminder and her assistant comment and ask questions without giving children enough time to think about their answers or to have their own ideas.
- The childminder and her assistant are positive role models for the children, showing kindness and respect for each other. In turn, children show that they care, giving their friend a cuddle when they see they are upset. Children understand that they need to take turns when they wait patiently to fill up the watering can. They help to keep the environment safe and tidy. Children enthusiastically sweep up the mud and clean the large toys.
- Children are encouraged to be independent. They go to the bathroom by themselves to wash their hands. The childminder takes a step back and supervises when children insist on doing things for themselves, exclaiming 'I do it'.
- Parents are provided with a daily video diary, for example of their children feeding and petting the animals on trips. This helps them to be fully informed about how their children spend their time with the childminder. Parents comment that their children have grown in confidence. They appreciate that their children have many wonderful experiences and are developing a love and respect for animals.
- Children receive extra support when needed. The childminder talks to parents about any concerns she may have and signposts them to available services. This helps to reduce gaps in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Both the childminder and her assistant have a good knowledge of how to help keep children safe. The childminder has completed suitable training and is confident about the actions to take if she has concerns about a child. She ensures that her assistant also has a secure understanding of his safeguarding responsibilities. Suitability checks are in place for all members of the family living at home. Attendance and accident records are maintained accurately. This contributes to identifying any emerging patterns that could signify a child is at risk.

What does the setting need to do to improve?

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

- strengthen practice to ensure that children have more time to think and respond to questions and comments, developing their communication and language skills even further.

Setting details

Unique reference number	203229
Local authority	Essex
Inspection number	10127067
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	1 to 9
Total number of places	12
Number of children on roll	9
Date of previous inspection	24 August 2015

Information about this early years setting

The childminder registered in 1999 and lives in Wickford, Essex. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed interactions between the childminder and her assistant, and the children.
- The childminder and the inspector carried out a joint observation and discussed the quality of education being provided.
- The inspector talked to the childminder's assistant at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documents on request.
- Parents shared their views on the setting, verbally and in writing.

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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