

Childminder report

Inspection date: 10 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children become involved in activities that are planned to take account of their interests. They have a new fascination with dinosaurs and enjoy making prints with paint and toy dinosaurs. The childminder demonstrates how to make them stomp across the paper and children delight in the marks they make. Children recall their experiences and talk about when they saw life-size dinosaurs at a nearby attraction. The childminder uses these opportunities to introduce some interesting words, such as 'replicas' and 'extinct'.

Children learn to appreciate books. They listen intently while the childminder expressively reads a story they have chosen. They know the story well and join in with familiar phrases. Younger children name everyday objects that they see in a picture book. They ask questions about the pictures, indicating their motivation to find out more. The childminder names the items and children point to them while using the new words. This helps to extend their vocabulary and understanding. Young children begin to use basic mathematic skills when, for example, the childminder helps them count apples in the book or when they build a tower of bricks. There are many opportunities for children to be active. They challenge themselves on the climbing frame and climb the steps up to the big slide. Children learn ways to keep themselves safe. They know they must wait for others to go down the slide before they have a go.

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

- The childminder is currently undertaking an early years degree. She says this has provided her with a deeper understanding of how children learn and ways to improve her practice. The childminder has reflected on her provision and made changes to the amount and type of resources available. She has noticed that children communicate more and are being increasingly imaginative in their play.
- There is a well-designed curriculum. The childminder has a clear understanding of the important skills children need to become ready for their next stage of education. She provides activities that help children gain and embed these skills. For example, children use large chinks to make marks on the ground and fences. This enables them to develop the physical movements and small muscles in their hands in preparation for early writing.
- The childminder recognises that the COVID-19 pandemic has had an impact on some children's development. She identified that they may need more support to develop their social skills and to feel comfortable in situations outside their own home. The childminder carefully considered a step-by-step approach which resulted in children becoming actively involved in local stay-and-play sessions.
- Parents talk to the childminder about what their children already know and can do when they first start. This allows her to plan activities that support children to

make progress. Regular ongoing discussions mean the childminder is kept up to date with children's changing interests.

- Children develop strong bonds with the childminder. Younger children seek her out for comfort and reassurance. This helps them feel safe and secure. Good relationships with the childminder's own children nurture a sense of belonging. During the school holidays, older children are caring and considerate to the younger children. Occasionally, younger children's learning is interrupted when the childminder responds to older children's requests and actions.
- There is a good range of easily accessible resources. However, the play area soon becomes cluttered with scattered toys. While children do not hurt themselves, this sometimes means they have limited space to play and explore. Children recognise a tidy-up song and help to tidy up when asked.
- The childminder encourages children's independence. For example, steps at the kitchen sink mean they can wash their hands by themselves. Children clean the paint off the toy dinosaurs and are praised for being good helpers. Young children show determination and perseverance. They do not give up when trying to work out how to sit the right way round on the picnic bench.
- Parents appreciate how the childminder works with the nursery their child is due to attend to provide a smooth transition. They remark that their children have a wider vocabulary and are better at following instructions as a result of being cared for by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates that she is confident to recognise the signs that may indicate children may be at risk of harm. She understands the procedures to follow should she have a concern about a child and the importance of doing so promptly, to keep children safe. The childminder has completed recent safeguarding training to keep her knowledge up to date. She shares relevant information with parents, such as regarding online safety, to raise their awareness. The childminder maintains required documentation, including attendance registers and existing injury records. She recognises how to use these to identify patterns that may cause concern for a child's well-being.

What does the setting need to do to improve?

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

- improve the organisation of the provision when caring for older children so younger children consistently benefit from quality interactions
- strengthen practice so that play spaces do not become cluttered, to help children to move around and explore more freely.

Setting details

Unique reference number	2497752
Local authority	Southend-on-Sea
Inspection number	10191835
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. She provides funded early years 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 childminder and has taken that into account in her evaluation of the setting.
- The childminder spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of parents' views.
- The childminder showed the inspector key documentation, including her paediatric first-aid certificate and public liability insurance.

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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