

Childminder report

Inspection date: 13 October 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend in the childminder's company. They show true affection for her and are completely relaxed and settled in her home. The warm, loving relationships children share with the childminder helps them to feel safe and secure. Children are confident around visitors and are keen to show them their favourite toys. They happily explore their familiar play environment, making independent choices about where and what to play with.

Children are eager to join in with activities and have a positive attitude to their learning. They make animal sounds while playing with the farm and talk about the colour of the sheep. The childminder supports children's developing communication skills. She skilfully engages children, models conversation and repeats words back so that they can hear them pronounced correctly.

Children are keen to solve problems for themselves. They enjoy completing a wide range of puzzles, turning the pieces around until they eventually slot into place. The childminder gives praise and encouragement during the activity, which contributes to children's self-esteem. Children take pride in their achievements by stating, 'cool', as they proudly share their completed puzzle. Younger children develop their small-muscle skills and hand-eye coordination as they join bricks together to build towers.

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

- The childminder uses information she gathers from parents, and through her observations and assessments, to personalise the curriculum for children. She considers children's individual stage of development and offers a broad and balance learning environment, which follows children's interests and meets their learning needs.
- Children's behaviour is good. They are treated with kindness and patience by the childminder, who gives clear instructions and children understand what is expected from them. The childminder supports children to manage their feelings and regulate their behaviour. As a result, children are beginning to manage their behaviour independently.
- The childminder displays books attractively around the room. However, she does not consistently encourage the children to develop a love of books, fostering their communication and language skills. Children's physical needs are met. They spend time outside every day, usually visiting the local parks as well as spending time in the childminder's garden.
- Parents praise all aspects of the childminder's provision. They state that the childminder's home environment is warm and welcoming, while having safety measures in place due to the COVID-19 (coronavirus) pandemic. Parents

comment positively about how happy their children are and how their children have settled quickly into the setting. They express their thoughts about the range of experiences the childminder offers their children.

- The childminder ensures that statutory training is updated and regularly completes additional online training, such as speech and language. This helps to keep her knowledge and practice up to date and to continuously improve her provision.
- Children experience a good balance of adult-led and child-initiated play. They follow a routine of planned activities as well as enjoying independent play. However, some routine activities lack purpose. For example, the childminder does not use snack time as a learning opportunity for children. They are not encouraged to sit at the table and often walk around the room while eating food.
- The childminder introduces counting and mathematical language to the children, during everyday activities and through play. For example, she counts the steps of the stairs while climbing and talks about size and shape of items while exploring the play farm.
- Children are encouraged to be polite and use good manners. For instance, the childminder praises the children for saying 'please' when they ask for a toy to play with.
- The childminder reviews her practice and identifies areas to improve. She evaluates the day's activities and uses her findings to support her future plans. This helps to keep children motivated to learn and to continue to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. In addition, she has attended training to build upon her knowledge and understanding of some wider safeguarding issues, such as the 'Prevent' duty. The childminder teaches children how to look for hazards themselves and to manage small risks, for example when out in the environment and crossing the road. This helps children to understand how to keep themselves safe in their surroundings.

What does the setting need to do to improve?

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

- use routines of the day, such as snack time, as learning opportunities for children to further promote their social skills
- enhance children's opportunities to develop a love of books to further nurture

their communication and language skills.

Setting details

Unique reference number	2508947
Local authority	Essex
Inspection number	10191804
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
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 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Diane Middleton

Inspection activities

- This was the first routine inspection the childminder received since the COVID 19 (coronavirus) 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 inspector and the childminder had a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of the suitability of those living in the household.
- The inspector took account of written feedback from parents.

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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