

Childminder report

Inspection date: 3 May 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 have close bonds with the childminder and feel settled and safe. They approach her for cuddles or reassurance if they are unsure of a new person or situation, which she warmly offers. Children are self-motivated to be independent explorers. They choose toys and resources confidently. Children access a variety of activities, such as painting, bubbles, sand play, small-world play and a well-resourced reading corner. They happily focus on their chosen activities alone, but are confident to seek out others when they desire. Children develop an early love of reading from regular trips to the library. They also develop their curiosity for the natural world through visits to the local park.

Children behave well and are encouraged to share and take turns. They are challenged to be independent in self-care skills, such as putting coats and shoes on and washing their hands from an early age. Older children are eager to support the younger children with physical challenges, such as climbing the steps on the slide. All children are highly praised for their positive attitudes towards others.

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

- The childminder gets to know children very well when they first start, which helps them to settle quickly. She is sensitive to children's needs and provides exciting and meaningful opportunities for them to learn through play. As a result, children make good progress.
- Children are resilient and determined. They keep trying when they find it tricky to blow bubbles from the wand or paint a picture of a fish. Children are pleased when they learn new skills or knowledge. They love sharing photos that showcase their time at the setting with others close to them.
- Regular visits to an elderly relative in the community are enjoyed by all. Children explore the extensive garden and share their exciting news with the lady each week.
- A love of animals is promoted. Children have opportunities to help look after the pet guinea pigs. They adore feeding and watching them. As a result, they develop a deep understanding of how to look after living things.
- Children are offered a wide variety of healthy meals and snacks. They understand about making healthy choices and enjoy checking each other's heart rates, teeth and temperatures as they role-play being doctors.
- Partnerships with parents are effective. Parents praise the childminder's regular communication. They say their children are settled and that their developmental needs are met. Parents appreciate the childminder's flexibility to meet their family needs. They would recommend the childminder to others.
- The childminder plans activities from children's choice of books from the library, and she aims to extend children's learning and interests further. Children have

chosen topics such as 'planet earth' and 'Easter'. The childminder also celebrates children's different cultural events, such as Eid, to encourage children's tolerance and acceptance of others.

- The importance of getting children ready for school is recognised by the childminder. She places focus on communication and language, learning early letter sounds, recognising names, and independence skills. As a result, children enjoy the challenges of developing these skills ready for school.
- The childminder has an understanding of how children learn, particularly how each child learns differently. She builds effectively on what they are interested in. For example, she provides bubble wands or doctors' kits when talking about being healthy. This helps to develop children's engagement in activities.
- The childminder comments and asks questions about what children are doing during play. However, she does not always encourage children to think deeper. This means that children do not develop their problem-solving skills as much as they could.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection procedures. This includes the wider aspects of safeguarding, such as the 'Prevent' duty. She is fully aware of her responsibilities in keeping children safe. The childminder has good links with her local authority and knows who to call for advice or to report any safeguarding concerns that she has. She attends regular training in safeguarding to keep her knowledge up to date. The childminder has robust procedures for reporting accidents or incidents, and she keeps her premises safe and secure.

What does the setting need to do to improve?

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

- help children to develop their thinking and problem-solving skills to a higher level.

Setting details

Unique reference number	2512440
Local authority	Southend-on-Sea
Inspection number	10207816
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Southend-on-Sea, Essex. She operates all year round from 7am to 5pm, Monday to Friday. The childminder holds a relevant qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. They discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector spoke to children at the setting about their experiences.
- The childminder provided the inspector with key documentation on request.
- Parents shared their views of the setting with the inspector via the childminder's questionnaires.

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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