

Childminder report

Inspection date: 6 July 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 arrive happy and eager to see the childminder and their friends. They demonstrate they feel safe and secure as they leave their parents with ease. They engage in activities of their choice with excitement. They initiate their own play as they access resources from a selection of quality toys. They giggle as they use play guitars and props, such as sunglasses, to accessorise in preparation for a performance. They delight in their time in the garden. They concentrate and set out an obstacle course, working together and negotiating how this will work. They competently use technology as they time their friends with a stopwatch, and confidently count backwards to start the race.

Children learn lots of new words and their language skills are good. They are eager to have a go at planned activities. For example, they sit with enthusiasm as they sort twigs in size order. Children recall information they have learned and explain the twigs were collected from the woods on a recent outing. They use mathematical language, such as 'longer' and 'shorter', and compare size with confidence. Babies have fun as they crawl through tunnels. Their friends show genuine pleasure and encouragement for them to achieve. Children understand the expectations of the childminder and behaviour is good.

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

- The childminder provides a welcoming, child friendly environment. She is committed to ensure all children in her care reach their potential. The childminder invests time in getting to know the children and their family and has established close bonds with the children. This means children settle quickly and are very happy and eager to learn. A strong focus is placed on their emotional development and children demonstrate they are confident and secure in her care.
- Parents speak very highly of the childminder and the service and support she provides. They comment on the nurturing environment and the good progress their children make. Parents write that their children are safe and secure and that they are reassured when they leave them in the childminder's care. Parents say that their children settle quickly as the childminder invests time in getting to know them. They feel they are fully informed of their children's progress.
- The childminder understands the importance of quality conversations with the children and models language well. Children's communication skills are fully supported, and children's language is good. The childminder is skilful in how she asks children questions. However, she does not always allow children time to think and respond or allow them time to challenge their thinking and extend their vocabulary to a higher level.
- The quality of teaching is good. The childminder is committed to improving her

own knowledge through training opportunities. She demonstrates an ambition to develop and continually improve the service she provides to ensure positive outcomes for the children in her care.

- The childminder is fully aware of where children are in their development and what they need to learn next. All children make good progress across all areas of their development. However, opportunities for children to use open-ended resources to support and challenge their creativity and imagination further are not maximised.
- The childminder teaches children about a wider and diverse community through planned activities and experiences. Children enjoy trips to local shops, farm, and toddler groups. Children are respected for their individuality and are taught about other's unique needs. They learn about similarities and differences through books, conversation and acknowledgement of traditional and cultural days.
- Children's mathematical development is progressing very well, as the childminder provides a wide variety of opportunities for them to learn about size, shape and numbers. Mathematical language is used through all activities and children are developing a strong concept of numbers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her responsibility to protect children from harm. She is committed to training and has a good knowledge of wider issues of child protection, such as county lines and domestic violence. The childminder is familiar with possible signs and behaviours that may indicate a child is at risk. She is clear of the procedures to follow and who to contact should she have concerns regarding a child in her care. The childminder completes risk assessments of the home and outings to ensure children remain safe. The childminder teaches the children how to stay safe outdoors as they discuss road safety when out walking.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to ensure children are given more time to think and to respond to questions that have been asked to enable them to share their thoughts and ideas during activities
- extend opportunities for children to access a wider range of open-ended resources, to help to develop their exploration and creativity to a higher level.

Setting details

Unique reference number	2513522
Local authority	Essex
Inspection number	10207836
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Rayleigh, Essex. The childminder operates all year round from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children and parents during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons living at the premises.
- The childminder and the inspector carried out a joint observation together.

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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