

Childminder report

Inspection date: 23 June 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

The childminder welcomes children and greets them warmly when they arrive. Children are happy and settle very quickly in her home. They feel comfortable and safe in this nurturing environment, which is well organised and ready for the day. Children begin to explore and make choices from a range of resources and demonstrate good attitudes towards learning. Children develop a close and trusting relationship with the childminder. They are very polite and helpful, responding well to instructions. When asked to tidy up, children work together to put the resources away and say, 'I want to help too'.

The childminder sensitively supports children's emotional development. They benefit from her comfort and cuddles when they are upset. For example, she offers children their comforter to help reassure them when visitors are present. This contributes to children's sense of security. Children learn about the world around them. They discover and explore nature through a range of activities. For example, they learn about the life cycle of frogs through stories, drawing and a visit to a local pond. The childminder continues to enhance children's fascination with butterflies by extending the activity outside. Children show a great sense of achievement when exploring new ideas and topics.

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

- The childminder has clear settling-in procedures in place. She works with parents at the first session and gathers information that allows her to plan activities that will interest children during the transition period, ensuring their sense of belonging. The childminder works with parents to identify children's starting points in their learning to help her decide what children need to learn next.
- Children benefit from an outdoor space that is securely enclosed, providing a safe and stimulating area for children to explore and play. The childminder has arranged her garden to support children's physical well-being and they have lots of opportunities for energetic play. Children enjoy local outings and play outside for extended periods. The childminder plans outdoor activities that help children to build on what they know and can do. This helps to support children effectively, particularly those who learn best outdoors.
- The childminder's practice promotes children's resilience. She teaches children to take appropriate risks, both indoors and outdoors, supporting their physical and emotional health. For example, children navigate getting off the trampoline safely without the step ladder.
- The childminder promotes children's good health. She supports parents to ensure that children's packed lunches are nutritious, and she provides healthy snacks with drinking water. The childminder teaches children about healthy

eating. For example, she gently and respectfully declines children's request to have excessive raisins, explaining to them that eating too much might give them tummy ache.

- Children benefit from well-arranged resources, enabling them to self-select their activity. This supports children to make independent choices, supporting their individual interests and differing methods of learning. Children show confidence in attending to their personal needs, such as handwashing and putting on their shoes. However, the childminder has not considered how she can better support children when they struggle to reach the tap to wash their hands properly.
- The childminder provides individual care to support each child's needs. This enables children to feel reassured and comforted. The childminder recognises when children become tired and settles them to sleep in a cot, singing lullabies.
- Children enjoy a rich and varied selection of activities across the curriculum. They have access to a range of interesting activities, such as puppets and a fishing game and reading stories, such as 'Dragon to the rescue'. Children join in rhymes and action songs. They learn, acquire and use new words during play and group activities. However, the childminder does not plan group activities that fully engage younger children in their learning.
- Parents speak highly of the childminder's warm and welcoming service that they receive. They value her flexible approach and the regular information they receive about their child's learning. Parents share very positive feedback about their children's increased interactions and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust procedures in place to help keep children safe and well. She demonstrates a good understanding of safeguarding and child protection. The childminder knows the signs of abuse and what actions to take should she have a concern about a child in her care. She attends regular training to ensure she maintains her good knowledge of a wide range of safeguarding issues. The childminder always supervises children and ensures all accidents are handled and recorded appropriately.

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 become more independent in managing their self-care needs
- explore ways to encourage younger children to be fully involved during group activities.

Setting details

Unique reference number	2515508
Local authority	Essex
Inspection number	10207897
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 3
Total number of places	4
Number of children on roll	6
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 bank holidays and family holidays.

Information about this inspection

Inspector

Taiwo Oladele-Disu

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 this has been considered in their evaluation of the setting.
- The childminder and inspector completed a learning walk of the setting.
- The childminder and inspector carried out a joint observation of an activity, and together they evaluated it.
- Children spoke to the inspector about what they enjoyed doing in the setting.
- The inspector took account of parents' written views.
- The inspector reviewed relevant documentation.

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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