

Childminder report

Inspection date: 21 September 2023

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 are very settled in the childminder's home. The childminder and her own children warmly welcome the childminded children, which helps them to settle quickly and play. Children feel very at home moving from space to space helping themselves to resources that interest them. They show an interest in a range of resources but especially enjoy being in the well-established garden. They curiously explore the areas and stop to listen to aeroplanes overhead. They have good relationships. Younger children are beginning to make friends and really enjoy each other's company. They behave well and with the childminder's support, are learning to share and take turns.

Children are confident and independent. The childminder actively encourages children to learn new skills by modelling these for them. Children are very willing to try new tasks and persevere safe in the knowledge that if they do not succeed, help is available. The children know the routines of the day and actively participate. They know to wash their hands before lunch and to use soap. The childminder gives children opportunities to independently problem-solve. For example, a child removes a tube resting on a crate and tries to push cars down it when it is laying flat. They quickly work out they need to lift it so the cars come out the other end, and they smile proudly when they succeed.

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

- The childminder has really considered the learning environment and placed children at the centre of her choices. Resources are designed to spark children's interest. The childminder has thought about the areas of learning and has provided effective opportunities for children to develop in each of them.
- Children enjoy playing with sensory resources. Therefore, the childminder provides a wide variety for them to explore. Children thoroughly engage in their play. They like touching the wet sand and transporting it from one space to another. They can hide in the den surrounded by plants, touch the tree stumps and feel the textures. The childminder is very responsive to children's needs but allows them the space to explore alone.
- The childminder uses her observations and assessments well to build on what children already know. She carefully selects resources and activities that are of interest to the children and will help in their development. Mathematical language is used in everyday contexts so that even very young children are learning to identify what the numbers 'one' and 'two' represent. Children take great interest in their caterpillars that are turning into butterflies.
- Children enjoy many opportunities to develop their physical skills. They enjoy prodding and stretching play dough to strengthen their hand muscles. Outdoors, they thoroughly enjoy the toy cars and the slide and love running around. There

are different surface levels, ideal for children to learn how to step up and down. The children have fun carrying and moving chairs to different parts of the garden.

- The childminder helps to extend children's vocabulary as she comments and narrates their play so that they can copy the words. The childminder helps children to notice sounds in the environment, such as the bin lorry and a aeroplane, which helps them to sharpen their listening skills. The childminder reads daily to the children. She encourages them to learn familiar songs and rhymes, which helps children to further develop their language and communication skills.
- Children learn to take care of animals as they feed the guinea pigs and learn how to handle them with care. They are excited when they see the childminder's cat and gently stroke her. The childminder takes the children into the local community to take part in a range of different experiences. They visit playgroups, local parks and attend a weekly forest school session. The childminder takes the opportunity to talk to the children about road safety so that they learn how to keep themselves safe.
- The childminder creates very good partnerships with parents. Parents comment that they feel well informed about their child's day and ongoing development. The childminder attends mandatory training courses, such as child protection, but has not yet established a professional development programme to include more bespoke training to help enhance her teaching skills to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses training so that she has the knowledge and understanding to identify signs of potential abuse. The childminder is confident in how to report abuse. Contact numbers are clearly noted on a poster displayed on the wall for easy access. The childminder is aware of safeguarding concerns, such as radicalisation and county lines, and is very clear about how to report any concerns that arise. The childminder maintains a safe home environment and has effective risk assessments in place to mitigate any identified risk.

What does the setting need to do to improve?

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

- identify opportunities for further continuous professional development to ensure that an even higher quality level of learning takes place.

Setting details

Unique reference number	2516129
Local authority	Essex
Inspection number	10214987
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	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in St Osyth. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emily Holt

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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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