

Childminder report

Inspection date: 27 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

Children are happy and settle well. The childminder is nurturing and supportive. Her home is calm, which allows children to engage in purposeful play. Children enjoy the freedom to make choices about how they spend their time, selecting from the range of activities and resources on offer. Children listen and respond well to instructions, behave very well and meet the childminder's high expectations. They are developing their independence. Children take part and follow the routines of the day. For example, they wash their hands and sit at the table to wait for their snack. Mealtimes are sociable. The childminder enjoys conversing with the children and encourages them to try new foods.

Children benefit from walks in the local community. They enjoy regular outings to nearby parks and farms which extend their knowledge of the world around them. Children also enjoy regular visits to the local library where they can choose a selection of books to meet their interests.

Children have a sense of belonging. Their work is framed and displayed on the wall, which makes them feel valued and proud of their achievements. Children persevere with their chosen tasks. For example, they try different methods to remove play dough from a container, and are happy when they succeed. The childminder congratulates children and they feel pleased with themselves. Children begin to recognise the feelings of others when they see pictures of facial expressions.

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

- Children make good progress in their learning. The childminder takes time to get to know them. She uses her good knowledge of child development to carefully consider the resources and activities she plans for children to help them make progress in their learning. The childminder knows when to take a step back and observe children playing and when they need support to extend their learning.
- The childminder understands children's needs and knows what they like to do. For example, she provides places for them to hide and plays 'peek a boo' with them.
- The childminder is skilled in supporting children's language development. For example, she adds comments and narrative to children's play. This helps non-verbal children to hear a range of vocabulary and make connections between words and items or actions. The childminder ensures she is clear when speaking and pronounces her words correctly so that children can copy. She asks lots of open-ended questions and gives the children time before they respond. They enjoy singing together and reading stories.
- The childminder encourages children to use their muscles as they climb at the

park, enhancing their physical development. Children develop their hand-to-eye coordination when playing with dough, chalk and paint.

- Children use their imagination in games. They excitedly play in the toy kitchen, showing their knowledge of how to use utensils and the oven. Children pretend to cook food and take orders.
- Children currently have an interest in animals and love to feel different textures. The childminder helps them to experiment with a range of sensory items, such as soil, hay, sand and water. Children touch these resources with their fingers, and the childminder asks them to describe what they are feeling, to extend their vocabulary.
- The childminder uses mathematical language in everyday play so that children can begin to understand words such as 'big' and 'small'. She purposefully sets out the same animals in different sizes so that they can compare them.
- The childminder ensures that her training remains up to date. She seeks out opportunities to access further training to help provide a better service to the children and families. She is very reflective and identifies areas to improve.
- The childminder has good relationships with families and communicates daily by sending photos of how their children spend their day. Although partnerships with parents are good, the childminder has not found successful ways to involve all parents in their children's learning. Parents comment that they are very happy with the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to ensure that her knowledge of how to protect children remains up to date. She is confident in recognising signs of potential abuse and neglect. The childminder has a policy with procedures and contact details of who to call should she need advice and to make a referral. She keeps up to date with wider safeguarding issues such as the 'Prevent' duty and county lines. The childminder is very aware of the safety aspects within her home. Risk assessments are in place to ensure that any hazards are identified and minimised so that her home remains a safe place for children.

What does the setting need to do to improve?

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

- strengthen existing partnerships with parents to support a consistent approach to children's learning.

Setting details

Unique reference number	2520706
Local authority	Essex
Inspection number	10208060
Type of provision	Childminder
Registers	Early Years 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	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Lawford. She operates from 6am to 6pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 and the inspector completed a learning walk together. The childminder discussed her curriculum and what it is that she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children during the inspection.
- Parents shared their views of the setting with the inspector
- The inspector viewed documentation, such as evidence of suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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