

Childminder report

Inspection date:

28 September 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 offers a welcoming and homely environment where children feel happy and at ease. Children show that they feel safe and secure. As they arrive, they smile with delight and confidently show the inspector and the childminder their favourite toy from home. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Children show their affection for the childminder as they regularly give her a cuddle.

The childminder is a positive role model and has high expectations for children's behaviour. She is quick to remind children to remain seated when eating and to use good manners when they forget. Children express a keen interest in books. They choose a book from the library to take home and share with their parents. Children independently select toys and resources that they want to play with from the vast selection available and take a lead in their play. They manage and attend to their own personal needs. For example, they put on their wellington boots and coat before playing outdoors and help to make their own sandwich for lunch. The childminder embraces spontaneous moments and children's inquisitiveness to build on their understanding of the world. They watch how a road sweeper and dustbin lorry operate.

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

- The childminder understands how to build on children's knowledge over time. She plans an ambitious curriculum to support children's learning across the different areas of development. The childminder plans a range of activities that reflect children's interests and meet the learning needs of individual children. This helps to teach children the skills they need for the next stage of their learning.
- Overall, children behave well. The childminder sets clear boundaries and praises children for their achievements. She helps children to recognise when they are becoming overexcited and introduces successful strategies that support them to regulate their behaviour.
- The childminder is committed to build on her knowledge and skills. She completes regular training and research online. Recent training has had a positive impact in providing children with even further experiences that help to prepare them for life in modern Britain.
- The childminder provides children with many opportunities to be physically active. Children show that they enjoy walking to the local park daily. They build stamina and successfully assess their own risks as they climb the steps to the slide and run freely up and down hills. The childminder provides children with a choice of additional activities that support their good health, such as swimming and visits to soft-play centres.

- The childminder supports children's developing communication skills well. For example, she introduces children to new words as they play and expresses a genuine interest in what they have to say. The childminder skilfully questions children. This motivates them to practise speaking as they recall events. The childminder sensitively supports children to correctly pronounce the words that they try to say. Children are confident communicators.
- The childminder generally interacts well with children, which helps them to extend their play. She demonstrates where it is best to hold a lace so that children can thread coloured cotton reels onto it to create a pattern. However, she does not always support children to find solutions to problems themselves. For example, she is quick to open boxes of new resources that children select and rebuild vehicles that children make. This does not support children to develop their critical-thinking skills.
- Partnerships with parents are strong. The childminder keeps parents updated about their child's care and progress through verbal daily discussions. She shares ideas about how they can continue to support their child's learning at home. Parents describe the childminder as 'professional and extremely kind'. However, the childminder has not yet forged relationships with other settings that children attend. She does not share information about children's learning and development to enable children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She undertakes regular training and has relevant literature and information to hand to refer to. The childminder recognises signs and symptoms that might indicate that children are at risk of harm. She understands how to refer any concerns about children's welfare to the local safeguarding partnership. Risk assessment is effective. The childminder ensures that she takes all relevant information and equipment she may need when she takes children on outings. She provides parents with guidance on how to protect children when using the internet at home.

What does the setting need to do to improve?

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

- offer children further opportunities that support them in thinking things through and finding their own solutions to problems that arise during their play
- strengthen partnerships with other settings that children attend, and share detailed information about their development.

Setting details

Unique reference number	2522602
Local authority	Essex
Inspection number	10215031
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	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Harlow. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the setting.
- The inspector joined the childminder and children on a walk in the local park. She observed the quality of teaching during activities indoors and in the childminder's garden. The inspector assessed the impact this has on children's learning.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request, and the inspector reviewed evidence of the suitability of adults living in the household.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

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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