

Childminder report

Inspection date: 11 May 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 provides a warm and welcoming environment. Children build secure relationships with the childminder and are very happy and content and thrive in her care. Children behave well and have a positive attitude to learning. They benefit from the childminder's positive role modelling and consistent approach. The childminder has high expectations for every child. Children respond to this and, for example, are polite and remember to say please and thank you. Children learn to share and take turns.

Children are confident and happily explore and enjoy age-appropriate toys, such as cars and diggers. Children are engrossed and absorbed in the exciting activities. For example, they use a 'busy board', where they learn to do up buttons and zips and fasten buckles. They have great fun and show a strong urge to communicate while they play peekaboo and babble to the childminder.

The childminder praises children continuously, which gives them a sense of pride when showing her their achievements. They persist with challenges, as the childminder encourages them to have a go. For example, when younger children place the rings on the stacking block, the childminder says, 'well done'. This helps build the children's confidence and self-esteem.

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

- The childminder provides an environment that covers all areas of learning, inside and outdoors. Children develop the skills and knowledge that they need for the next stage in their learning. For example, children learn about flowers and plants in the garden and that they need water to grow.
- The childminder provides healthy snacks and meals, including freshly prepared, home-cooked tea. This helps to reinforce young children's early understanding of how to make healthy food choices.
- The childminder encourages children's love of books. Children enjoy choosing their favourite stories and snuggle together with the childminder to listen to her read. The childminder encourages young children to turn the pages, talk about what they see in the pictures and predict what might happen next. This supports their early reading.
- The childminder has good procedures to get to know children's capabilities when they start at the setting. She works closely with parents to gather relevant information. She observes children while they play to identify what they can do and what they need to work on next.
- The childminder supports children to develop a positive attitude to learning. Children are eager to learn and show high levels of imagination. For example, during role play, they pretend to cook dinner using pots and pans and offer the

childminder some food. Children play and access resources independently. However, the childminder is not consistent in providing opportunities for younger children to develop their self-care skills.

- The childminder supports children to develop their language and communication skills. She continually chats to children as they play, and uses stories and rhymes effectively to provide children with a language-rich environment appropriate to their stage of development. She models good language skills and repeats words back correctly to the children as they are playing.
- The childminder uses a variety of resources to create stimulating activities for the children. Early mathematics and literacy are incorporated throughout learning. For example, when reading a story, she counts the sheep with the children. The children join in and point to the sheep as she counts.
- The childminder has good knowledge of the children's learning and development. The educational curriculum is based on what children know, understand, and can do. She motivates the children to be active learners. Children practise using small tools and large equipment. For example, they persevere as they learn to get on the rockers and rock from side to side.
- The childminder works closely with parents. She shares information about children's progress and achievements. Parents comment that the childminder is a kind and caring person and is fantastic at nurturing the key needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised as they play and learn. The childminder demonstrates a good knowledge of how to keep children safe and how to identify if a child may be at risk of harm. The childminder knows where to report any concerns she may have about a child in her care. She understands the procedure to follow if an allegation is made against her or a family member. She has good knowledge of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty.

What does the setting need to do to improve?

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

- create further opportunities for younger children to develop their self-care skills.

Setting details

Unique reference number	2524666
Local authority	Southend-on-Sea
Inspection number	10208212
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder operates from 8am to 6pm, Monday to Thursday, all year round with the exception of bank holidays and pre-arranged family holidays.

Information about this inspection

Inspector

Diane Middleton

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector evaluated an activity.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.

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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