

Childminder report

Inspection date: 10 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

Children are settled and extremely well behaved. They form close bonds with the childminder from the early stages, showing excitement in arriving at the setting. Children enjoy their time spent with the childminder and look forward to seeing her each time.

Children know what is expected of them and rise to the challenges of following the setting's rules. The childminder sets very high standards for behaviour, hygiene and manners. As a result, children are incredibly well mannered and polite. They have a strong understanding of how to make healthy choices and keep the germs away.

Children are confident learners, independent in making choices. They will ask for help or support from the childminder when needed. Children are also assured in speaking to new people at the setting, knowing they are in a safe environment. Children regularly have visits outside of the setting, for example trips to the local park or the library. As a result of this, they develop curiosity and respect for the environment and people in the community.

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

- The childminder has a good understanding of child development and how all children learn differently. She is able to recognise when children need support or are progressing well. The childminder currently provides for children aged from three years upwards. She is able to differentiate teaching and activities to suit all. She is keen to develop practice even further for younger children and babies in the near future.
- The childminder is highly organised and productive with her time. She has an overall focus on challenging children to think deeper and problem solve in their learning. The childminder knows the children well, focusing activities on their next stages of development. As a result, children are engaged and motivated to ask questions and learn new skills and knowledge.
- A love of animals is embedded at the setting. Children develop bonds with the childminder's loving and affectionate dog. The childminder also has two guinea pigs. Children love to feed, brush, stroke and read stories to them. This develops a deeper understanding of how to look after animals.
- A variety of healthy meals and snacks are provided at the setting. The childminder goes above and beyond to create healthy, hot meals in the evenings. As a result, children experience an understanding of eating balanced meals and get to try new foods. Children also report that these meals are 'very good'.
- Children receive high praise for their achievements, especially when taking on

challenges. The childminder demonstrates pride in children's efforts. Children relish the positive feedback and encouragement. Due to this, they make good progress in their development.

- Regular visits to the local library and 'story time' encourage a love of reading. Children are engaged with stories. They enjoy finishing the phrases and helping to tell the story. Joining a local playgroup also supports children with confidence and personable skills to relate to other children.
- The childminder has a wealth of child-appropriate resources. She has ample indoor and outside space. The childminder plans her outdoor environment to cover all areas of learning in good weather. However, she does not consider how she can maximise children's learning outdoors in all weathers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and the wider aspects, such as extremist views and behaviours. She is fully aware of her responsibilities in keeping children safe. The childminder has robust procedures for reporting accidents or incidents while children are in her care. She places children's safety as paramount and makes sure that her premises are secure with effective risk assessing. The childminder has accessed a variety of training to keep herself up to date, including safeguarding and first-aid training.

What does the setting need to do to improve?

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

- maximise play opportunities outdoors across all areas of learning, in all weathers.

Setting details

Unique reference number	2525895
Local authority	Essex
Inspection number	10208272
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 11
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 was registered in 2019. She operates all year round from 7.15am to 6.15pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marianne Brown

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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder provided relevant key documentation on request.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector spoke to a child at the setting, and parents shared their views with the inspector via questionnaires.

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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