

Childminder report

Inspection date: 12 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 happy and settled in the provision. The childminder has a close bond with the children, which enables them to feel safe and secure. Children have access to a wide range of resources both inside and outdoors. The spacious garden provides wonderful opportunities for them to be physically active in the fresh air. The childminder gently guides children as they master how to ride bikes using pedals. Smaller bikes are provided for the younger children to develop their balancing skills first, so they can progress to the bikes.

Learning is exciting for the children; they are keen to join in activities led by the childminder. As part of a topic on mini-beasts, they learn about their habitats. They discover bugs underneath stones and use magnifying pots to look at them closely. Children develop their counting skills as they count the legs of a millipede they have found.

The childminder provides the children with rich experiences to help them develop an understanding of their community. Children attend playgroups alongside senior members of the community. They take trips to the park with other children and attend Spanish lessons. Children develop a strong sense of themselves as they learn about similarities and differences in people and their cultures. They learn to contribute to society in a positive way and have respect for different people.

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

- The childminder gathers detailed information when the children start at the setting. This ensures that she fully understands the needs of the child. The childminder confidently talks about what the children can do and knows what they need to learn next. She uses this to sequence her curriculum and build on children's knowledge. This helps children to confidently validate existing knowledge and move to their next steps with ease. As a result, they make good progress.
- The childminder supports children to develop their communication and language skills. She takes every opportunity to introduce new words, such as 'squish' and 'roll', as they play with play dough. Children develop a love for books as they listen to stories at lunchtime. They listen attentively as they read a book about a 'super worm' and discuss the story. As a result, children make good progress in their communication skills.
- The childminder works hard at developing strong relationships with parents. She provides regular updates on the progress of their children, with termly reports and daily handovers. Parents speak highly of the childminder, highlighting the close bonds she has with the children. They feel that she has been 'instrumental' in their child's development.

- The childminder has high expectations for the children's behaviour. She regularly reminds them to share and be kind towards each other. Children take this on board. However, at times, the childminder does not explain the effect of their behaviour on others, to help them develop a deeper understanding of right and wrong.
- Children enjoy a healthy diet with lots of fresh fruit and vegetables. The childminder has an awareness of when children need to rest, and provides appropriate opportunity for them to do this. Children have good hygiene practices in the provision. They wash their hands and use the toilet independently. Children learn to be increasingly independent as they near starting school, which helps them transition smoothly.
- The childminder has a good understanding of her responsibilities. She has a positive attitude towards training and development. She ensures all mandatory training is up to date and enriches her knowledge by attending webinars to build on her good-quality teaching. The childminder is currently looking into further training to support children with special educational needs and/or disabilities, to further enhance her skills. She regularly reflects on her provision and practice, and uses this to make improvements. For example, the childminder has built a covered outdoor area to allow the children to play outside in all weathers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of the signs and symptoms of neglect and/or abuse and knows what steps to take. She keeps her knowledge up to date with regular training. A thorough safeguarding policy details actions to be taken if concerns arise, with all the relevant and up-to-date contacts for professionals. Thorough risk assessments are done to ensure the setting is safe and for trips out. Children are taught about safety at every opportunity, for example as the childminder reminds them not to run. She uses stair gates to keep her provision safe.

What does the setting need to do to improve?

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

- support children to fully understand the impact of their behaviour on others and how this has an impact on them, to help them develop a sense of right and wrong.

Setting details

Unique reference number	2536354
Local authority	Southend-on-Sea
Inspection number	10208581
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Westcliff-on-Sea, Essex. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, the complaints record and safeguarding documents.
- The inspector took account of written views from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022