

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

Children arrive happy and settle quickly in the welcoming environment. They demonstrate that they feel safe and secure as the childminder warmly greets them. Children choose what they would like to play with from a rich range of resources. They are given time to solve problems through trial and error. They rotate and position pieces of a puzzle in the correct position. Children use their vivid imaginations to pretend to bake their favourite cake in the play kitchen and talk about their favourite fruits.

Children use mathematical language and are beginning to count. They benefit from the equal attention the childminder provides. This enables children to learn new skills, such as how to scoop up shallow water from the water tray. They happily take turns and respect each other's space. Children giggle and shriek with delight when the water splashes on them. They develop very good control and coordination of their hands as they use small tools to transfer sand into different-sized containers. Children discover that when they mix water with sand, the consistency changes and they can create sandcastles that do not collapse. Children demonstrate a love of books. They confidently share their favourite book with visitors.

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

- Children benefit from a well-planned curriculum that consistently incorporates their interests. The childminder gathers information from parents regarding their children's starting points in learning. She uses this information well to plan activities around what she wants children to learn next. For instance, the childminder helps children to be independent and manage their own personal needs.
- The childminder provides children with a variety of opportunities to learn about the wider world. Children regularly visit a local café run by adults with special educational needs and/or disabilities. They build positive and respectful relationships with the staff team. This enhances children's understanding and appreciation of diversity.
- The childminder supports children to lead a healthy lifestyle. She ensures that they get plenty of fresh air and exercise. The childminder takes children to the local woods, where they search for squirrels and learn about the seasons. She provides children with good opportunities to develop their physical skills and make healthy food choices. Children independently prepare the food they eat with minimal support. This successfully encourages children to broaden their tastes.
- Children behave well. The childminder sets clear boundaries for behaviour. When necessary, she reminds children to share. Children know to tidy away

what they have finished playing with so that the environment remains safe. They listen and respond to each other's ideas as they join building blocks together to create a house.

- The childminder works in partnership with parents. She shares ideas with them to continue children's learning and play at home. Parents comment on how well their children are kept safe and cared for and describe the childminder as 'warm' and 'friendly'.
- The childminder reflects on her practice and completes a wealth of training to consistently build on her knowledge and skills. She regularly liaises with a network of other local childminders. This enables her to share ideas and learn about new activities to offer children.
- The childminder provides a commentary on children's actions as they play and repeats words that children say to support the correct pronunciation. She identifies moments in children's play to introduce them to new descriptive words, such as 'squishy', as they explore the texture of wet sand with their hands. However, the childminder does not fully support children who speak English as an additional language to use their home language during their play to enhance their speaking skills.
- The enthusiastic childminder knows the children she cares for very well. She offers encouragement and praise to support children's self-esteem and motivation to learn. However, children sometimes move quickly on to other activities. This means that the childminder does not consistently support children to develop their concentration and sustained engagement in their chosen play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and has a good understanding of how to protect them from harm. She is able to recognise the signs and symptoms of abuse and knows what steps to take to protect the children she cares for. The childminder knows the relevant agencies to contact if she has concerns about children's safety. She understands the procedures to follow if an allegation of abuse is made against herself or anyone else in her household. The childminder shares information with parents to protect children while 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:

- enhance opportunities for children to hear and use their home language
- build on the existing good teaching to ensure that children are consistently supported to develop concentration and engage in sustained play to fully extend learning.

Setting details

Unique reference number	2536360
Local authority	Southend-on-Sea
Inspection number	10215214
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 6
Total number of places	6
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. She operates from 8am until 5pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lorraine Pike

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 inspector 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 inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of individuals living in the household.
- The inspector spoke to children during the inspection. She took account of the views of parents spoken to on the day and their written feedback.

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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