

Childminder report

Inspection date: 5 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of this warm and nurturing childminder. They settle quickly and clearly enjoy spending time with her. They develop strong attachments to the childminder. Young children are easily soothed when she comforts them, and they snuggle up to her when they are tired. Children independently explore the resources and toys. Young children enjoy playing with interactive resources, for example, they curiously press the keys on a keyboard and listen to the different sounds, such as a dog bark or a drum sound. Children have daily opportunities for fresh air and exercise. They go on walks with the childminder to the nearby park and in the local community. This helps to promote children's well-being and develops their knowledge of the outside environment.

Children interact confidently with the childminder. They play ball with her and squeal with delight when she catches the small plastic balls they throw. They enjoy singing and dancing. As children spontaneously sing familiar songs, the childminder responds to their interests and joins in. Children sing with confidence and enthusiastically sway their bodies to dance. The childminder routinely praises their efforts and achievements. When she does this, children raise their arms in the air and laugh. This helps to promote their confidence and self-esteem.

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

- The childminder ensures that she offers a balanced curriculum through the range of activities and resources she provides. She uses assessment to identify any areas in children's development where they need extra support. The childminder is clear about the skills and knowledge she wants children to have before moving on to school.
- The childminder knows the children she cares for well. She knows where they are in their learning and what she wants them to do next. However, children's learning is not always sequenced effectively enough, and there is sometimes a focus on the end learning goal. For example, the childminder encourages young children to write by providing them with a pen and piece of paper. However, they have fewer opportunities to build on their fine motor skills by engaging in activities that strengthen the small muscles in their fingers and wrists.
- Young children's language development is supported well. The childminder interacts consistently with children as they play and explore the environment. She speaks clearly and slowly and introduces new vocabulary. She repeats words and young children often repeat them back. For example, children say 'green' when the childminder says, 'It's a green ball.'
- The childminder is keen to develop her knowledge and skills to improve her practice and quality of the provision. As well as mandatory training, she engages with professional development opportunities to develop her knowledge of how

young children learn. She uses this new knowledge by providing different activities and through her interactions with children. For example, she promotes children's curiosity by encouraging them to look at, listen to and feel a variety of resources in the sensory baskets she has recently developed.

- The childminder is a good role model. She is polite and respectful and consistently encourages children to use good manners. She gives children clear and consistent messages to support their understanding of her behaviour expectations. She considers ways to support young children to understand how to share and take turns. For example, she uses a sharing platter to encourage children to take turns and share fruit at snack time. This helps children to develop an understanding of how to manage their own behaviour and to cooperate with others.
- Children show good levels of independence at mealtimes. Young children demonstrate good manners and confidently feed themselves at lunchtime, using spoons. The childminder encourages them to eat their food and praises them when they have finished. However, the childminder does not consistently reinforce children's understanding of good hygiene routines. For example, she does not remind children to always wash their hands before eating.
- The childminder works closely with parents. She provides personalised information to families to support their understanding of early childhood development and how they can help their child at home. This provides continuity in children's learning and helps them make progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to safeguard children. She knows the possible signs and behaviours that may alert her that a child is at risk of harm, including wider safeguarding issues, such as radicalisation and female genital mutilation. She is aware of the action to take in the event of a concern about a child or if an allegation is made against herself or a family member. The childminder keeps her knowledge up to date through training and online reading. She completes daily checks to ensure that her premises are safe for children.

What does the setting need to do to improve?

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

- sequence children's learning more effectively to help them develop the skills they need to be ready for future learning goals
- strengthen hygiene practices to reinforce the importance of good hygiene routines.

Setting details

Unique reference number	2547315
Local authority	Essex
Inspection number	10249976
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 July 2022

Information about this early years setting

The childminder registered in 2019. She provides care from Monday to Friday, 8am until 6pm, all year round. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marisa White

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- The childminder provided the inspector with a sample of key documentation on request.

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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