

Childminder report

Inspection date: 26 July 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 homely environment the childminder provides. They independently choose from a good range of resources and can choose their direction of play. For example, the children choose a mathematical game using dinosaurs as their counting method. The childminder encourages the children to explore mathematics by counting and matching numbers to cards. Children share well, take turns and encourage each other during their play.

The children have a good range of books to choose from, as well as a selection of story sacks, allowing them to explore and recreate stories from the puppets available in the sacks. The older children support the younger ones by reading the story, while the younger children use the puppets to join in. Children are beginning to understand how sensible hygiene routines contribute to their good health. They competently wash their hands after using the toilet or before eating. The childminder finds out from parents about their children's routines and abilities before they start at the setting. This helps her to tailor the settling-in process according to children's individual needs from the beginning.

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

- The childminder has a very good understanding of how to support children's language and communication. She offers new words and repeats what children say. When children attempt to repeat a word, the childminder models the correct pronunciation sensitively so that children are not discouraged from trying. This helps children to become confident communicators.
- The childminder has a good knowledge of her children. She understands how to plan to meet their learning needs and knows what the next steps are in their learning. However, the childminder does not always sequence children's learning to ensure they build securely on what they know and can already do.
- The childminder helps children develop their self-care and independence. Children wash their hands before meals and when they finish with an activity. The childminder encourages the use of kitchen utensils, allowing the children to prepare their own fruit and vegetables for snack. Children willingly tidy up after themselves and enjoy completing small tasks.
- Children behave well. The childminder has high expectations and makes sure that children understand the rules of the setting. Children share and take turns. They use good manners, saying 'please' and 'thank you'. Children are learning to regulate their own behaviour. They listen and respond well to the childminder's guidance as she helps them to resolve their differences.
- The childminder helps children to develop good physical skills and they enjoy a wide variety of large play equipment in the garden. Children take great delight in waving different wands around in the air to create big bubbles. They enjoy

chasing the bubbles to try and pop them before they float away.

- The childminder uses her knowledge of each child to plan activities that support their learning. For example, she uses children's interests in dinosaurs to help them learn about weight and measure. Children weigh a number of dinosaurs and match them to the corresponding numeral. They become excited when they match the correct number of dinosaurs. This helps children to make good progress in their learning.
- The childminder has strong relationships with parents and carers. Parents speak positively about the childminder and the quality of care their children receive. This is reflected in their feedback, stating her provision is a 'home from home'. Parents also state they are happy with the daily updates and the good communication.
- The childminder is proactive at engaging with other local childminders and they meet regularly to share good practice. This support allows for shared conversations and ideas, which has a positive impact on the learning outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear safeguarding policy in place, helping to keep the children safe. She keeps her knowledge of safeguarding up to date through regular training. The childminder has a secure knowledge of the indicators of abuse. She knows who to contact if she has any concerns about a child. She understands what actions to take should an allegation be made against her or any other members of the household. The childminder fully understands her responsibilities to keep the children safe and secure. She supervises the children well and ensures her home and garden are safe and secure.

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 consistently to build on what they know and can do.

Setting details

Unique reference number	2549354
Local authority	Essex
Inspection number	10221541
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	3 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Harlow. She provides care all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alex Harris

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of teaching, indoors and outdoors, throughout the inspection, and considered the impact this has on the children's learning.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The childminder and the children spoke to the inspector at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and public liability insurance.

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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