

Childminder report

Inspection date:

6 September 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 show they feel safe and secure with the childminder. They settle quickly, despite being unfamiliar with her new home, following a long summer break. Resources are stored on open shelves, easily accessible to the children. This means they can choose what to play with, to follow their own interests. The childminder picks up on children's cues and provides new ideas. For example, when children shake some maracas, she finds a basket of more objects that make interesting sounds. Children curiously explore the contents of the basket. The childminder demonstrates what they can do with the range of items. She introduces descriptive words such as 'shiny' and 'sparkly' to build on children's existing vocabulary and understanding.

The childminder recognises that, as a result of the pandemic, some children require more support to develop their social skills and build on their speech and language development. As a result, she plans many opportunities for children to be part of the local community and broaden their real-life experiences. The childminder regularly takes children to play and music groups. She plans frequent library visits after discovering that some children had not been to a library before. The childminder takes children to visit a care home, where they have opportunities to interact with people of different ages and varying needs. This helps them to develop compassion and value differences.

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

- The childminder has created a clear curriculum. She describes important skills she intends children to master before moving on to the next stage of their education. For example, they understand how to follow instructions and help the childminder tidy up before going into the garden.
- The childminder uses her knowledge of the children, and how they learn, to provide resources to help them achieve the next steps in their learning and development. For instance, she sets up activities where children practise scooping and pouring. She explains this is for them to further develop the muscles and hand-to-eye coordination they require to be able to feed themselves independently.
- The childminder uses her own observations to assess how children are progressing. She speaks to parents to find out about children's achievements at home so she can take these into consideration when planning activities. However, there are gaps, in the childminder's links with other provisions which children attend, to fully promote continuity and consistency.
- Children use large chalks and enjoy making marks on paper. The childminder models how to write the children's names, sounding out the letters as she writes. This builds on children's understanding that symbols have meaning and

demonstrates a purpose for writing. The childminder uses props to encourage children to develop a love of books. Even the youngest children become engaged and chuckle as they grab the wriggling caterpillar puppet.

- The childminder adopts effective strategies to focus on building children's communication skills. She repeats back to children what they say, if necessary, so they can hear the correct sentence structure and pronunciation. At snack times, the childminder names the fruit as she hands it to the children, allowing them to make links between the words and the objects.
- The childminder threads basic mathematics into children's play. When children empty a bucket of shells into the water tray, they count them together and compare the different shapes and sizes. When they play with building blocks, the childminder challenges children to match the same colour bricks.
- Children are beginning to develop an understanding of keeping themselves and others healthy. The childminder helps them to wash their hands after playing in the garden. She makes it a fun experience and tells them to 'splish, splash, splosh' with the water. She shows them how to cover their mouths when coughing. The childminder explains that it is to make sure that no one else can 'catch their cough'.
- Parents are extremely happy with the care the childminder provides. They say their children have benefited from the planned trips and that their speech and social skills have improved. Parents appreciate that they receive daily texts and photos showing what their children have done during the day. They comment that the childminder has addressed any concerns and anxieties they have, for example around feeding and managing allergies. The childminder has focused her professional development and undertaken specific training so that she is well equipped to support parents in these areas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed recent safeguarding training to keep her knowledge current and up to date. She is able to identify children who may be at greater risk of harm. The childminder understands her responsibilities to take action if a child shows signs of abuse or neglect. She has clear procedures to follow outlining what to do in the event of a safeguarding concern. The childminder recognises the importance of recording attendance and accidents to identify gaps or patterns that may cause concern.

What does the setting need to do to improve?

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

- share information about children's learning and development with other settings they attend to ensure a consistent approach to supporting their progress.

Setting details

Unique reference number	2550145
Local authority	Essex
Inspection number	10215703
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	0 to 10
Total number of places	6
Number of children on roll	25
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Billericay, Essex. She operates all year round on Tuesday, Wednesday and Friday, from 7.30am to 6.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector completed a learning walk together. The childminder spoke about how she organises her provision and what she wants children to learn.
- The inspector observed the quality of teaching and considered the impact this has on children's learning.
- The childminder and inspector completed a joint observation together.
- The inspector held discussions with the childminder, interacted with children and took into account the views of parents.
- The childminder showed the inspector key documentation.

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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