

Childminder report

Inspection date: 24 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, confident and make good levels of progress in relation to their starting points. They enjoy being outside, even in the rain. Children practise their physical skills as they climb up and slide down the large play equipment. They learn how to move themselves on the swing, closely supervised by the childminder's assistant. Children love playing in the water tray. They scoop up and pour the water, enjoying using watering cans to give the garden plants a drink.

Children independently head off to the playroom. They choose from the wide selection of resources and settle down to play with toys of their choice, such as small characters from a popular, fictional pig family. Children are learning how to behave. Gentle reminders and plenty of praise help them learn to share, take turns and wait patiently for snacks and meals. Children follow the assistant to the bathroom, knowing that they need to wash their hands before eating. They take themselves to the table to sit down. Children are beginning to use small spoons and forks confidently to eat their pasta, cheekily using their hands when they cannot pick up the pasta with their cutlery. They tuck into cubes of cheese and enjoy pieces of fruit. This helps to support their good health and physical well-being.

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

- The childminder and her assistant talk to children constantly, narrating their play. However, sometimes, they use statements and questions that only require one-word answers or a nod from the children. This does not make the most of all opportunities to extend children's communication and language skills.
- Children benefit from a good range of adult-led activities that help to support what they need to learn next. They eagerly wait for the childminder to tip coloured ice cubes into a large tray. Children explore the feel of the cold ice and notice the colour that appears on their hands. As the ice cubes melt, the childminder encourages children to use small wooden hammers to break up the ice. She models how to 'paint' using brushes and mix the melting ice to create new colours. Children delight in crushing the melting cubes, clapping their hands to spray small pieces of ice into the air.
- Parents are happy with the care and learning opportunities their children receive. They appreciate the feedback and can see the progress that their children are making. The childminder shares children's achievements and their learning with parents verbally and online. This enables parents to further support their children at home.
- The childminder has recently decided to taken on assistants. She plans to have regular catch-ups and daily chats to help support their practice. The childminder uses online training providers and completes webinars. She shares learning from

training courses with her assistants. However, the childminder has yet to fully develop a precise training plan for herself and her assistants to help raise the quality of teaching and educational programmes further.

- Children develop a love of books. They crowd around the childminder, eager to see the pictures and listen to the story. She offers them opportunities to slide and move the tabs inside the book. The childminder encourages the children to name and point to the animals, using words such as 'jellyfish' to help them name the sea-life creatures. The childminder introduces numbers into the story to help support children's early mathematical development.
- The childminder has links with other settings that the children also attend. She recognises the importance of sharing information to support continuity in children's care and learning. The childminder knows how to contact other professionals, such as the health visitor. This enables her to look for support should she have any concerns about children's development.
- Children are very relaxed and content. They know where the beanbags are and settle down with a book or toy for a few minutes' peace and quiet. Children happily go upstairs for their afternoon sleeps, gathering up their comforters before being put into individual cots. The childminder knows each child's sleep time routine, which helps them to quickly drop off for a nap.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and how to safeguard children. She is aware of the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder knows what she must do in the event of any concerns. She has completed the required checks to verify that her assistants are suitable to be working with children, including requesting references. The childminder has ensured that one of her assistants holds a valid paediatric first-aid qualification so that she can be left in sole charge of children for short periods.

What does the setting need to do to improve?

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

- make greater use of every opportunity to ask children questions to support and extend their communication and language skills further
- identify ways to build on existing skills to develop practice and professional development to a higher level.

Setting details

Unique reference number	2551485
Local authority	Essex
Inspection number	10215743
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	2 to 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bicknacre, Essex. She operates all year round from 7am to 6pm, from Monday to Wednesday and on Friday. Thursdays are by arrangement.

Information about this inspection

Inspector
Sue Buckingham

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector all the areas of their premises and discussed how they ensure that they are safe and suitable.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents provided the inspector with oral and written feedback.
- The childminder provided the inspector with a sample of key documents on request.
- The childminder and the inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.

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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