

Childminder report

Inspection date: 14 June 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 safe in the childminder's care. They have fun playing in her home and garden. They also enjoy regular trips in the local community, helping them to learn first hand about the world around them. Children are keen to take part in games with the childminder, such as picture lotto. They relish the challenges she sets and thoroughly enjoy the praise she gives them when they successfully find matching pictures.

Children engage in conversation as they learn about simple mathematics. They look at and identify different numbers and see if they can find a ladybird model with the same number of black spots on their wings. Children are very keen to have a go, showing they can count up to 10. They practise their physical skills during play. Children are able to competently use a scooter, holding the handles while propelling it forwards with their feet. The childminder has high expectations of children's behaviour. When they want to change scooters, children listen to her guidance. They show patience as they wait for another child to finish before taking their second turn.

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

- The childminder carries out ongoing observations and assessments of each child. She links these to their current interests as part of planning, which helps her to successfully gain children's attention. Together, they engage in a good range of learning opportunities.
- Children take part in a wide range of physical play opportunities. They use good hand-to-eye coordination as they pick up a small jug and scoop up water. Children laugh as they tip it over toy penguins, watching them slide quickly down a chute.
- Parents comment that the childminder 'creates a fun, caring environment'. They describe her as 'very kind and always honest'. Parents talk about how well their children have developed and that they 'love spending time' with the childminder. They also report that she provides 'social opportunities' that help children 'experience things they would not at home'.
- Children are encouraged to make choices about what they would like to play with next and show good levels of concentration. They decide which colour pen they would like to use and are happy to make space for each other as they kneel on the floor to complete their creations on a large roll of paper. Showing good hand-to-eye coordination, they draw balloons, recalling past events, such as a recent birthday.
- The childminder completes online training in order to keep her knowledge and understanding updated. For example, since registration she has completed training in safeguarding and the new early years foundation stage framework.

- Before children start their parents are given detailed information about the service the childminder provides. She works closely with parents to support children's care needs as part of the settling-in procedure. However, the childminder does not always gather information about children's starting points to help her plan for what children need to learn from the very start .
- The childminder provides parents with information about their children's care and achievements. This is achieved by sending text messages and holding informal discussions at collection and drop off times. However, the childminder does not routinely offer parents and carers guidance or ideas about how to support and extend their children's learning at home.
- The childminder helps children to make consistently good progress although, at times, she steps in too quickly during activities to redirect young children's learning. This does not enable them to persevere at their chosen tasks and work things out for themselves.
- Children use their imagination well. They make the pitch of their voice higher as they pretend to be make-believe characters. Children talk to each other, sharing their ideas, and adding to the storylines they create.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a clear understanding of her responsibility to promote the safety and well-being of children. She knows what to do if she has any concerns about a child's or adult's behaviour towards a child. The childminder has information about outside agencies in the event she needs to report any concerns. She keeps up to date about changes to the safeguarding requirements through her local authority. The childminder has undertaken risk assessments that cover all areas used by children and trips out of the home. The childminder reviews this every day and is quick to remove or minimise identified hazards. This helps to ensure that children are kept 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:

- make better use of initial information gathered about children to help plan for what they need to learn from the very start
- strengthen opportunities for sharing ideas and activities with parents to further support and extend their children's learning at home
- support children to consistently persevere at their chosen tasks and work things out for themselves.

Setting details

Unique reference number	2554308
Local authority	Essex
Inspection number	10221612
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Cozzi

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 her evaluation of the setting.
- The childminder and inspector held discussions about how the curriculum is organised.
- The inspector carried out a joint observation of an activity with the childminder and they evaluated this together.
- Children spoke to the inspector and talked about what they like doing when they are with the childminder.
- Parents provided the inspector with written feedback about the service provided.
- The inspector reviewed relevant documentation, including training certificates and the suitability checks of all adults living in the household.

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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