

Childminder report

Inspection date: 1 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 and families are greeted with a warm welcome on arrival at the setting. Children enthusiastically greet their peers with a smile and a hug, before playing and exploring the resources on offer. Children respond well to the childminder's high expectations and feel safe and secure. Children have excellent manners and their behaviour reflects the calmness of the environment that is established. Activities are carefully planned and inviting, taking individual children's interests and learning needs into account.

Overall, children benefit from meaningful teaching. For example, children are provided with wipe-away activity books to support their writing skills and number recognition. Children confidently hold a pen and trace around numbers. Children laugh and giggle together as they realise that when counting fish in the book, they had missed one that was hiding. The childminder has good relationships with the children and affectionately laughs alongside them, much to their delight. Additionally, the childminder supports children's counting skills by guiding their fingers to touch each fish on the page as they recount. Children develop good speaking and listening skills. They are fully engaged in the activities on offer and show a good attitude to learning.

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

- The childminder prioritises children's communication and language development. However, she does not always encourage deeper conversations to extend children's vocabulary and speech and language development. Children benefit from visiting the local library to read and listen to stories and join in with group singing time. The childminder reads stories with passion and exaggeration. Children excitedly talk about their own life experiences in context with what is happening in the story.
- The childminder knows the children well and children make good progress from their starting points. The childminder talks confidently about where children are in their learning and activities provided are challenging and appropriate for their next stage of learning.
- Stimulating inside and outside learning environments encourage children to be highly motivated and independent learners. Resources are varied, well-thought-out and support children's development of the seven areas of learning.
- Children share with their peers and are gently reminded to take turns with popular resources. They talk in a respectful manner and understand that their behaviour has an impact on others.
- The childminder ensures that children learn the importance of good hygiene. Children blow their noses and put their tissues in the bin. They readily wash their hands before eating and sneeze into their arms. A healthy diet and lifestyle

is promoted.

- Parent partnership is valued by the childminder and regular communication with parents supports trusting relationships. The childminder shares children's progress with them. Overall, parents report that they are happy with their child's care and progress. Parents speak highly of the outings and real-life experiences that their children have.
- The childminder is reflective and highly motivated to continually improve her practice. The childminder and her assistant regularly attend training courses to provide children with the best care and learning experiences. The childminder completes regular supervisions with her assistant to support their practice and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective risk assessments in place to keep children safe. The inside and environments are safe and secure. The childminder demonstrates that she understands safe recruitment to ensure the suitability of staff. The childminder does regular checks to ensure the continuing suitability of staff. She is aware of indicators of abuse and knows how to report and follow local safeguarding procedures. The childminder has good knowledge of the whistle-blowing policy and she knows how to report a concern about a colleague.

What does the setting need to do to improve?

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

- introduce discussions that promote deeper conversations to extend children's vocabulary and communication and language skills.

Setting details

Unique reference number	2573672
Local authority	Essex
Inspection number	10239319
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 8
Total number of places	14
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. The childminder operates Monday to Thursday, from 7am to 6pm, and 7am to 4.30pm on Fridays, excluding bank holidays and family holidays. The childminder holds a childcare qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louisa Taylor

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 provider.
- The inspector spoke with parents about their experience at the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of the provider and a selection of policies and other records, including testimonials from parents.

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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