

Childminder report

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a comfortable and inviting environment in which children explore freely. Children are motivated to learn. They are curious and investigate the toys available in a variety of different ways. Children are independent and have opportunities to make their own decisions about what they would like to play with. They use their imagination as they role play being a doctor. They skilfully wrap bandages around their arms to make them better, and use the thermometer and stethoscope to check for other 'symptoms'. Children are acquiring the skills they need for future learning.

Children form good relationships with the childminder. She is nurturing and supportive, promoting children's well-being. Children are comfortable interacting with the childminder. They follow good hygiene procedures. For example, they know to wash their hands before eating and after they have played in the garden. Children are learning to be independent through tasks such as helping to tidy away their toys and selecting their fruit at snacktime. They practise putting on their own shoes and coats and fastening their zips.

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

- The childminder understands how young children learn. She carries out regular checks on their development and discusses their progress with their parents. Parents are very complimentary in their praise of the childminder, for the care and learning their children receive. Parents say that the childminder 'supports their individual children' and that they are 'pleased' with their children's progress'.
- The childminder follows the children's interests when planning the activities. For example, she introduces the children to science, using skittles as the children have shown an interest in rainbows. They add water to the skittles so they can see how the sweets melt and the colours run.
- Children develop their language skills. They respond positively to the childminder as they listen to familiar stories and rhymes. Children interact with the story and predict what will happen next. The childminder has a good understanding of how to support children who speak English as an additional language, and works closely with parents to prepare them for the next stage of learning.
- The childminder introduces the children to mathematical concepts. She sings number rhymes and encourages the children to count the ducks. The childminder helps them to recognise colours, asking the children to pick different coloured elastic bands to thread and design with.
- The childminder supports children's physical development. They take part in a singing and movement activity. Children learn to balance on one leg, hop, jump and skip. They discuss how breathless they are and how exercise makes them

feel. Children are learning to understand the effect that exercise has on their bodies, and how it contributes to their good health.

- The childminder encourages children to explore different media. They are given popcorn in a tray with scoops and different size containers. Children fill the containers comparing who has more or less. They share the popcorn out evenly to ensure that they all have the same amount.
- Children behave well and are learning to manage their emotions. They are engaged in their learning and are respectful. Children say, 'please' and 'thank you' and are aware of the childminder's expectations. However, there are occasions when children become upset or frustrated when they need to take turns or wait for their favourite toy. The childminder does not always discuss these emotions and feelings so to help children learn how to manage them appropriately.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the local shops, park and library. They learn about nature and the world around them.
- The childminder regularly reflects on her provision, recognising how she can improve her practice. She completes regular training to keep up to date with changes in legislation.
- The childminder promotes healthy eating. Children are learning which foods are good for them, and those which are not. The childminder discusses with children where food comes from and shows them what it looks like before it is peeled or cooked. She has a good understanding of children's allergies and preferences, and this helps to promote their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues such as the risk of exposure to extreme views and behaviour. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

What does the setting need to do to improve?

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

- support children to understand their feelings and emotions and help them to display them in an appropriate way.

Setting details

Unique reference number	2583365
Local authority	Essex
Inspection number	10251047
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round from 7.30pm to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hilda Miller

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and records of attendance.

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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