

Childminder report

Inspection date: 18 October 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

Children are extremely happy. They settle quickly and form positive relationships with the childminder and her assistants. Children enjoy exploring the vast array of attractive resources set out for them to choose from. They know where to find their favourite toys and books. Children confidently move between the inside area and the garden, choosing the activities they want to play with. They demonstrate their independence, putting on wetsuits and wellington boots by themselves. Children are respectful to each other. They play in harmony with other children, both older and younger, and their behaviour is good. Children use their imagination as they transport acorns to cook with in the mud kitchen.

Children are skilled when pouring their own drinks, selecting their fruit and serving themselves. Children make good progress from their starting points. They enjoy their learning and are eager to participate in activities. The youngest children enjoy singing along to their favourite songs and dancing, copying the actions to the rhymes. Children are developing their language skills. For example, they look at books about animals and ask where they come from. The childminder's assistant tells them that a Komodo dragon is indigenous to Indonesia. She checks children's understanding, offering alternative words to embed this new knowledge.

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 have found a real 'gem'. The childminder uses a daily diary to ensure that she communicates effectively with parents.
- Children spend a great deal of time learning outdoors. They explore the garden that has been skilfully laid out to allow the children to make choices and experience as many learning opportunities as possible. Children use the climbing frame and ride bicycles and scooters to support their physical development. They develop their imagination as they use construction toys and cook in the mud kitchen.
- The childminder provides a safe environment for children where they feel comfortable and relaxed. They learn to be independent and do things for themselves. The childminder works hard to build on children's emotional development. She talks to children about their feelings and supports them to express themselves appropriately. However, she does not always encourage children to persevere when taking part in more-challenging activities. The childminder is vigilant as she supervises children's activities and interactions with each other to ensure they stay safe.

- The children learn about food and how to make healthy choices. They wash their hands regularly and learn how to use the bathroom independently. Children have a sense of belonging. They each have a coloured towel and cup which is theirs, and they can choose a book to take home in their book bags.
- Children play with spinning tops. When they become over-excited, the childminder skilfully redirects their play, introducing a stop-start game. Children learn to follow instructions. They listen intently to the childminder's instructions, waiting to hear the word 'go' before they press the spinning top, and stopping when she tells them to. The childminder is aware of the children's interests and uses this to extend their learning. For example, when asking the children to point to different parts of their bodies, she introduces the topic of oral health and hygiene, discussing what they need to do to keep their teeth clean.
- The childminder is experienced in childcare and education and has undertaken several training courses to improve her knowledge and skills. She continually self-evaluates to ensure that she is providing high-quality care and education. The childminder completes regular parent surveys and uses their feedback to improve her practice. She completes supervision meetings with her assistants to support practice and provides training and development opportunities. The childminder's focus is on her staff's well-being. She ensures that their workload is well balanced. Staff state how well cared for and supported they feel.
- The childminder has good relationships with other professionals. She works closely with them to support children with special educational needs and/or disabilities. This results in the most vulnerable children making good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She keeps her knowledge of safeguarding and local procedures up to date through regular training. The childminder includes her assistants in the training to ensure they are well equipped to recognise and act in the case of possible harm to children. The childminder and her assistants are familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. She knows the correct procedures to follow if she has concerns about the welfare of a child or if any allegations are made against a member of staff or 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 even further to help them persevere when completing more-challenging activities.

Setting details

Unique reference number	2585228
Local authority	Southend-on-Sea
Inspection number	10249116
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 3
Total number of places	9
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with three assistants. Of these, one holds an early years qualification, one has qualified teacher status, and the childminder holds an early years qualification at level 6. 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 childminder.
- 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 childminder's assistants spoke to the inspector during the inspection.
- 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 and the childminder carried out a joint observation of a group activity.

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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