

Childminder report

Inspection date: 24 October 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 very comfortable, confident and happy. They have established close bonds with the attentive and nurturing childminder. They settle quickly in her care and show curiosity and enthusiasm to learn. The childminder offers a wide range of fun and challenging activities. These are planned around the children's interests and what they need to learn next. Children relish their time in the garden and can choose where they want to play. The childminder is aware of children's preferred way of learning. She is skilful in how she plans activities outdoors, such as learning about colours. For example, children listen with intent to the childminder and follow instructions as they excitedly fill baskets with coloured leaves. They proudly discuss the treasures they have found and sort, compare and match the colours, engaging the childminder in their play.

The children are spoken to respectfully, and the childminder models good language. Children engage in meaningful conversations and develop a wide vocabulary as the childminder continually introduces new words to them. For example, she reminds children to have a drink to keep 'hydrated'. Children are inquisitive and ask lots of questions. They confidently communicate what they want. Children are gently reminded to cover their mouth when they cough and understand this is to catch germs. Children are familiar with the childminder's expectations. For example, they know to throw tissues in the bin and wash their hands before eating. The childminder implements consistent routines that teach children the importance of keeping safe and healthy.

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

- The childminder strives for excellence. She is reflective and evaluates her practice. She is committed to improving the service she provides through ongoing training, as she is aware of the positive impact this has for children.
- The childminder has a secure knowledge of how children learn. She ensures the curriculum supports these characteristics and offers a variety of learning opportunities that cover all areas of learning. Children are enthusiastic and eager to have a go and try new things. Children who are less keen on messy play are encouraged to enjoy sensory play, and they show sustained concentration as they mould magic sand.
- Parents speak positively about the care and education their children receive. They comment that the childminder is trustworthy, supportive and knows their children well. They discuss how easily the children settle in the welcoming environment. They comment that the children are making very good progress in their development and have grown in confidence since attending. Parents also comment how they appreciate all the experiences that are offered to their children outside the setting.

- The childminder celebrates children's individuality. The well-planned activities help children learn about similarities and differences. Children behave well, and the childminder promotes good manners. They say 'please' and 'thank you' without being prompted. Children learn about their emotions. A variety of resources are available to support their understanding and provide the language they need to communicate their feelings. They participate in regular yoga activities and enjoy the soothing, calming music as they follow the instructions.
- Children enjoy some role-play opportunities. They have great fun on 'dress-up day'. They use small-world figures and dolls and act out real-life scenarios. However, resources are limited, and some are not easily accessible to fully support children's imaginary play, captivate and challenge their interests and encourage their thinking further.
- Children have ample opportunities for fresh air and exercise. They develop their large-muscle skills as they carefully swing on the tree. Children make slides using large planks and regularly visit the local park or beach, where they enjoy the large spaces for running and climbing. They recall what they have learned from the well-planned outings. They excitedly talk about the shells they collect, the train and bus rides and their visits to the farm.
- The childminder is very knowledgeable about how children learn. She successfully encourages and supports their interests and promotes their enthusiasm to learn. The childminder supports child-led play very well. The completion of an initial assessment means she is fully aware of where the children are when they first attend, and activities can be planned accordingly. Children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her responsibility to keep children safe. She has a good knowledge of possible signs and symptoms of abuse, including wider issues, such as county lines and domestic violence. The childminder has a secure knowledge of the procedures to follow and who to contact should she have concerns regarding a child in her care. The childminder completes ongoing training to ensure her knowledge is updated. Children play in a safe environment. They are taught how to stay safe and healthy and learn how to take safe risks, with full support from the childminder.

What does the setting need to do to improve?

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

- extend the range of role-play resources to enable all children to explore and develop their own play and ideas.

Setting details

Unique reference number	2595111
Local authority	Essex
Inspection number	10251359
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 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She provides care Monday to Friday, all year round, from 7am to 7pm, except for bank holidays and family holidays. The childminder works from Monday to Thursday during school holidays. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 inspector observed the areas of the setting available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of her suitability.

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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