

Childminder report

Inspection date: 10 August 2023

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 settle easily. They form good friendships with each other and the childminder. Pre-school children choose what they want to play with, selecting toys from different boxes. They combine resources and use their good imagination skills to extend their ideas and play. Toddlers settle down on the childminder's lap to explore toys or listen to a story, enjoying a reassuring cuddle. Older children are confident communicators. They use increasingly complex language and describe in great detail what they are doing. For example, children excitedly tell the childminder the names and characteristics of their favourite dinosaurs, identifying them by the shape of their feet. The childminder praises them for their ideas and recall of prior knowledge, supporting their self-esteem and emotional well-being.

Children eagerly follow instructions. They enjoy helping the childminder, showing pride when they complete a task such as fetching their hats and sun cream. Children behave well. They take turns, share and listen to each other's ideas and thoughts. Occasionally, when children struggle to regulate their behaviour, the childminder steps in and gently supports them to identify and manage their feelings. This helps children to consider the possible impact their actions may have on their friends. Children develop positive attitudes to learning.

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

- Children make good levels of progress in relation to their starting points. The childminder has a good understanding of children's interests and what they need to learn next. She regularly assesses their achievements to ensure that children develop the skills and knowledge they need to be ready for the next stages in their learning. The childminder plans activities and experiences around a weekly theme, often following on from children's suggestions or questions.
- The quality of teaching that the childminder provides is good, especially for the older children. They benefit from a well-planned curriculum that supports their next steps. The childminder encourages their exploration and ideas, adding new language and helping them to make connections, such as discussing healthy diets to prevent tooth decay. However, she does not consistently implement the same good-quality curriculum to support younger children and keep them fully engaged in their learning.
- The childminder has developed good relationships with parents. She shares photos and daily messages to keep parents informed of their children's daily activities. The childminder encourages parents to share information about what their children are learning at home and their changing interests. This enables her to support children's ongoing progress.
- The childminder ensures that children have daily opportunities to play outside

and explore the local environment. Children enjoy visiting the park and taking the family pet out for a walk.

- The childminder makes good use of online training and courses organised by the local council to help develop and extend her knowledge. She maintains close contact with her early education partner, who supports her to improve and develop new skills. The childminder has good links with local schools and other settings that children also attend. Information-sharing, verbally and online, helps to promote a consistent approach to children's care and learning.
- Younger children enjoy exploring small-world toys. They use their developing physical skills to pick up and move small animals and people around a toy farm. Children press and turn buttons on toys to produce satisfying sounds and lights, clapping themselves in delight at their achievements. However, the childminder does not always adjust her teaching sufficiently well to support younger children's communication and language skills.
- Children enjoy exploring and manipulating play dough using their hands, rolling pins and cutters. They notice the change in the colours as they combine red, blue and green dough together. The childminder cleverly introduces new ideas as she describes the swirl effect as looking like sticks of seaside rock. She demonstrates how to roll the colours to create 'sticks of rock'. Children copy her example, rolling different colours together. They use teeth moulds to create large tooth shapes, commenting on how big the teeth are.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibilities to safeguard children. She knows the signs and symptoms that may indicate that children are at risk of harm or abuse. The childminder knows what to do in the event she has any concerns about children in her care. She regularly updates her training to ensure that she is aware of the possible dangers to children from radicalisation or extremist behaviours.

What does the setting need to do to improve?

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

- review the planning and implementation of the curriculum, especially for the younger children, to keep them fully engaged in their learning
- build further on the quality of teaching to consistently support younger children's communication and language skills.

Setting details

Unique reference number	2599814
Local authority	Southend-on-Sea
Inspection number	10264257
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Leigh-on-Sea. She operates between 8am and 6pm. The childminder cares for children from Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sue Buckingham

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 and childminder completed a learning walk.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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