

Childminder report

Inspection date:

7 December 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 well cared for in this nurturing home-from-home environment. The childminder creates a calm atmosphere where children flourish and feel safe and secure. They concentrate and enjoy exploring a rich variety of resources that interest them. Children develop their independence skills very well. They show perseverance in putting their wellies on, even when they find this tricky. Children ask for drinks when they are thirsty and know to wash and dry their hands before mealtimes.

The curriculum offers broad and exciting learning experiences for children, both at the childminder's home and in the community. These experiences are purposefully linked to children's curiosity and motivation to learn. Children squeal with excitement as they run, jump and splash in the muddy puddles. They show awe and wonder as the childminder drops a small pebble in the puddle and ripples suddenly appear. Children learn new words, such as 'splash' and 'splish', as they play.

Children engage well in their play. They use their knowledge to act out real-life experiences. Children demonstrate warmth and gentleness as they care for baby dolls. They cradle them, stroke their heads and kiss them as they rock them to sleep in their arms. Children then place the baby dolls in the baby carrier and cover them with a blanket.

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

- The childminder supports children's language to a very high standard. She introduces new words, such as 'prickly', 'refreshing' and 'delicious'. She corrects any mispronunciations to ensure children hear and learn the words correctly. This helps them to develop understanding and builds on the language they already know. For example, when children say 'deish', the childminder responds by asking, 'Is it delicious?' She waits for them to repeat the word and gives them praise. As a result, children are becoming confident communicators.
- The childminder teaches children some mathematical concepts. For example, when they collect sticks for the scavenger hunt, the childminder talks about differences and mathematical concepts, such as 'big' and 'small'. However, the childminder does not consistently maximise the opportunities to develop children's mathematical understanding of numbers and counting to make the best possible progress.
- The childminder places a great emphasis on story time. This helps to build children's love of reading. She skilfully uses books to support children's understanding and language. Children enjoy these calm and personalised story times as they snuggle up to the childminder and listen to her read with

enthusiasm.

- The childminder monitors the progress children make on a regular basis. She ensures that any emerging gaps in children's learning are swiftly addressed. The childminder knows the children well and is clear about what she wants them to learn next. The childminder plans a variety of play opportunities. As a result, children show a natural curiosity as they explore the magnet shapes. They focus intently and develop a 'can-do' attitude as they build a tower.
- The childminder models good behaviour and treats the children with respect. Children know the routines well. They know that when the childminder sings the 'tidy-up song', it is time to tidy the toys away. She consistently uses positive language to reinforce her expectations. The childminder supports children to use good manners, such as saying 'please' and 'thank you', and praises children when they use these words.
- The childminder creates a relaxing and calm atmosphere during mealtimes. Children enjoy being with their friends and have fun together. They smile when the childminder asks if their lunch is tasty. Younger children skilfully feed themselves as they confidently use a spoon to scoop their yogurt from the pot.
- Parents are highly complimentary of the childminder. They express how happy their children are in her care. Parents receive regular updates on their child's development. They comment that their children are thriving in this calm and nurturing environment. Parents remark that the childminder is 'amazing'.
- The childminder is passionate about her role. She keeps her knowledge and skills up to date by completing additional training. The childminder reads and researches information to gain new ideas and find ways to continuously improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise the signs of abuse and neglect and what to do if she becomes concerned about a child's welfare. The childminder has a secure understanding of a range of safeguarding issues, including the risks that children may face from radicalisation, domestic violence and female genital mutilation. She knows the procedure to follow if there is an allegation made about herself or another household member. The childminder routinely checks that her environment is safe for children to attend.

What does the setting need to do to improve?

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

- provide more opportunities for children to extend their mathematical skills to make the best possible progress.

Setting details

Unique reference number	2600367
Local authority	Essex
Inspection number	10263166
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 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates during term times only, from 7.30am to 5.30pm, Monday to Friday. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Diane Middleton

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents during telephone conversations.

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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