

Childminder report

Inspection date: 2 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 settle quickly and enjoy their time at this inviting and inclusive setting. The childminder greets children warmly, making them feel instantly valued. Children build strong bonds with the childminder. They know they can seek reassurance and comfort from her when needed. The childminder offers a dual-language provision, as she speaks both English and Spanish with children. Children learn to understand both languages, as well as basic signing. Children choose to speak in English or Spanish, and the childminder supports them with both.

Children behave well. The childminder teaches them clear and consistent rules and expectations. She acts as a strong role model for sharing and turn-taking. The childminder uses clear language so that children can understand. Children enjoy helping the childminder by tidying away toys after use. This supports smooth transitions between activities. Children understand the routines and look forward to each activity or play opportunity. They build strong friendships, seeking out others to play. The childminder is fully inclusive. She teaches children to respect each other's cultures and backgrounds. As a result, children become caring towards each other. They are accepting of their similarities and differences from a young age.

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

- Children who speak English as an additional or dual language make good progress in communication and language. The childminder provides environments rich in language. Children learn to speak and understand both English and Spanish. The childminder is receptive to children's level of understanding, adapting her own language. Children therefore develop confidence in speaking in the language of their choice to the childminder.
- The childminder strongly promotes independence from a young age. She encourages children to develop skills, such as washing their hands and feeding themselves. This extends to buttering their own bread, tidying away and setting up activities. Children thrive on the challenge and responsibility. The childminder praises children to encourage them further. This results in children becoming independent and responsible explorers.
- The childminder provides a great range of community experiences for children. She takes children to toddler groups, where they extend their social interactions. Children access parks, farms and forests to explore nature and take on physical challenges. The childminder teaches children about looking after wildlife and the environment. This further supports their understanding of the world.
- The childminder provides stimulating learning environments for children. Rooms are large and inviting with many exciting resources. Children quickly become confident in exploring the different areas and toys. They freely access activities of their choice. The childminder lets children take the lead in their play. She

follows and supports children through meaningful interactions. Children therefore engage in play for prolonged periods, while having fun.

- The childminder plans and creates exciting adult-led group activities to support children's learning. She is clear on what she wants children to learn. Older children enjoy these activities, which meet the learning intentions. However, younger children do not always access the same opportunities for learning at their level. This is due to them not fully understanding the concepts that are sometimes more suited to older children.
- The childminder teaches to good standards and children make clear progress in learning. She creates activities that she knows children will enjoy and learn from. The childminder challenges children to think deeper and find answers to questions. This supports them to develop skills, building on what they already know. The childminder makes some assessments of children's development. However, she does not consistently use this information precisely enough to identify ways to challenge children's learning as fully as possible.
- Parent partnerships are strong. Parents praise the childminder for her dual-language approach. They love to see the development their children make with their communication and language. Parents appreciate the balanced meals and snacks provided. They are grateful for the daily updates on what children enjoy and learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge of her responsibility to keep children safe. She is confident in recognising possible signs of abuse, and in the process of recording and reporting concerns to her local authority. The childminder is familiar with wider safeguarding issues, such as the risk of being drawn into radicalisation. She follows clear processes for fire evacuation and is stringent on safety, with risk assessments in place. The childminder's procedures for administering first aid, recording and reporting accidents and incidents are strong.

What does the setting need to do to improve?

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

- review and develop practice to ensure the activities suit the developmental levels of all children, particularly for younger children
- refine children's assessment information to identify more precisely how to support their individual learning and help them to make the best possible progress.

Setting details

Unique reference number	2600691
Local authority	Essex
Inspection number	10251566
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 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates term time only, from 7am to 6pm, Monday, Tuesday, Thursday and Friday. The childminder is also registered to provide overnight care. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

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 setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of relevant training.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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