

Childminder report

Inspection date: 15 December 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 happy and settled. They demonstrate strong relationships with the childminder. The childminder gives high priority to children's personal, social and emotional development and well-being. For example, when children begin their day with self-registration, they are also encouraged to describe their feelings, such as if they are happy or sad. Children show very good levels of self-confidence and independence as they explore the wide range of activities accessible to them. Children display a keen interest in their play and learn to make decisions about what they want to do. For example, they wish to play with shapes and make designs out of them. Children use words and sounds to express their thoughts, and use their imagination effectively to bring their ideas to life. The childminder supports children's language and literacy skills well as they name shapes and use them in their play, exploring new concepts.

Children enjoy playing in the garden where they have access to a variety of resources and ample space to run around. The access to physical activities helps to strengthen children's balance, movement and coordination. Children are regularly taken on outings, such as to the playground, where they learn social skills beyond their own group of friends, as well as visiting pet shops and a farm, where they explore and learn about nature and the natural world.

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

- The childminder knows what she wants children to learn. Her assessments, including the progress check for children aged two and three, are accurate. She has a good understanding of the sequence in which children learn new skills. However, some planned activities do not always challenge children's thinking to a higher level. For example, the childminder does not ensure that all children understand the purpose of the activity. Therefore, children quickly lose concentration and move on to something else.
- The childminder supports children's language and literacy skills well. Children recall previous learning with excitement. For example, children show great interest in books and talk about the characters in stories they know very well. They line up puppets and soft toys, then tell the inspector what story they come from. The childminder engages with the children in conversation and introduces a wide range of vocabulary.
- The childminder has ample resources around the setting to promote mathematical development. For instance, children enjoy handling an analogue play clock, looking at numerals and counting them as they go along. The childminder uses counting or simple mathematical language to help support children's understanding of mathematical concepts.
- Children behave exceptionally well. They are kind and respectful of one another,

as well as towards the childminder. The childminder acts as a positive role model and demonstrates to the children what is expected of them. Children support and help each other. For example, older children help younger children to open the safety gate as they move between the rooms under supervision.

- The childminder routinely gives children choices, which helps to develop their self-esteem and confidence. Children are also able to freely select resources from low cupboards and boxes, and they are encouraged to tidy away before getting out new resources.
- The childminder recognises that she needs to develop relationships with other early years settings for children who recently joined her provision. She plans to engage with other settings and share children's learning and progress, to deliver continuity when children attend more than one provider.
- The childminder is experienced and has undertaken many training courses and workshops to continuously improve and learn new skills. She plans to develop and extend her knowledge further.
- The childminder evaluates her setting by reviewing parents' views and feedback. Partnerships with parents are strong. The childminder sends electronic messages and photographs to parents throughout the day, so they know their children are happy and settled. Parents speak highly of the childminder. They report that the childminder communicates well with them.
- The childminder teaches the children about personal hygiene. For instance, children begin to use the potty themselves while potty training and wash their hands after. They learn about healthy eating and wash their hands before having meals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully trained in safeguarding and keeps her knowledge up to date. The childminder has good knowledge and understanding of her role and responsibility to safeguard children's welfare. She recognises signs and symptoms that would cause her to be concerned for a child's safety, and knows how to report any concerns she may have. She knows what to do in the case of an allegation. She is aware of a wide range of safeguarding matters. The childminder ensures that her premises are secure, and any potential hazards to children's safety are identified and minimised.

What does the setting need to do to improve?

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

- support children to fully understand the purpose of planned activities, and provide enough challenge for all ages and levels of development.

Setting details

Unique reference number	2600884
Local authority	Essex
Inspection number	10263024
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	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and she lives in Braintree. She operates all year round, from 9am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documents on request, including evidence of the suitability of household members.
- Parents shared their views on the setting with the inspector verbally and through written messages.

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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