

Childminder report

Inspection date: 13 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 have a thoroughly enjoyable time with the warm and caring childminder. They settle well and are eager to access the toys and resources on offer. Children have formed very close relationships with the childminder and the other children who attend. They are kind and courteous. Children show love and affection towards each other, and with the support of the childminder, they understand how to share toys and the resources fairly. They ask for their personal comforters when they need to take a rest.

Children display positive attitudes to their learning and excitedly explore the activities. For example, they spend long periods of time threading animal pasta shapes onto string. The childminder supports younger children by shortening the string. She extends the learning for the older children by setting challenges of how many pieces of pasta they can thread. Children develop age-appropriate independence and responsibility. For example, they confidently take themselves to the toilet and know to wash their hands. Children respect resources and eagerly help to tidy up, for example by putting lids back on pens when they have finished with them. They understand the importance of saying 'please' and 'thank you', and learn how to take turns as they play games with the childminder.

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

- The childminder offers a good-quality learning environment. She has a sound understanding of children's current stage of development, what she wants them to learn next and why this is important. She plans interesting and engaging activities that support these aims. On the whole, the childminder engages well with children as they play. However, on occasion, children have limited opportunities to solve problems or think critically. For example, when children take the tool bench apart, she tells them how to put it back together, rather than helping them to come up with their own solutions.
- The childminder is a positive role model. She is sensitive and caring towards the children. The childminder recognises when children require extra support and promptly attends to their needs with genuine care and concern. For example, she gives children reassurance and time to share their thoughts and ideas. She uses prior knowledge of children's experiences to ensure she fully understands their individual needs.
- The childminder provides good support for children's language development. She responds sensitively to their emerging language, clearly repeating back words that children struggle to say. The childminder has high expectations for children's language and regularly introduces new or more complicated words through their play experiences. Children refer to the alphabet display and point out the first letter of their name.

- The childminder provides good support for children's early mathematical learning. They are regularly encouraged to count, which they do with confidence. Children recognise familiar written numbers and are starting to learn the names of different shapes. The childminder talks to children about size, and helps them to notice how long things are.
- The childminder works in partnership with children's parents and follows guidance provided by outside agencies to support children's progress. However, she has not developed links with other childcare settings children attend, to allow for an even greater level of consistency when supporting children's learning and development.
- The childminder provides healthy, home-cooked meals, taking into account children's preferences and dietary requirements. Children have regular opportunities for fresh air and physical activity. They take trips out to visit the park and attend a local song group. The childminder has plans to further develop her outdoor area to provide children with more opportunities to climb and balance.
- Children behave well. The childminder gives them clear explanations to help them develop a sense of right and wrong. Children are polite, and the appropriate use of good manners is consistently encouraged. The childminder leads by example and ensures she speaks positively and is always courteous to children.
- The childminder is able to identify her own strengths and areas for improvement. She has attended all relevant training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to protect children from harm. She can describe the signs and symptoms that might indicate a child is at risk of suffering abuse and/or neglect. She is aware of the correct procedures to follow when reporting these concerns, and the importance of doing so in a timely manner. The childminder has a written safeguarding policy and attends regular child protection training. She ensures her home is safe and secure and carries out regular risk assessments. She supervises children well.

What does the setting need to do to improve?

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

- make the most of opportunities to further support children's critical thinking and problem-solving skills
- strengthen partnerships with other settings that children attend, to further improve information sharing and support for children's learning.

Setting details

Unique reference number	2602787
Local authority	Essex
Inspection number	10263603
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 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. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Weston

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 setting.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and inspector observed children playing, and discussed the quality of education.
- The inspector viewed relevant documentation, including evidence of suitability checks of the childminder and training certificates.
- The inspector took account of parent views.
- The inspector viewed the areas of the childminder's home that children use, to ensure that 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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