

Childminder report

Inspection date: 17 May 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 demonstrate that they feel happy and safe in the care of the childminder. They engage well in independent play and during activities the childminder plans for them. Children enjoy being outdoors, where they are very active. Toddlers practise their physical skills, such as kicking balls with remarkable precision. They climb steps up the slide and work out how to move their bodies into position to slide down. Older children engage in pretend play, for example asking adults what they want from the shops and riding off in toy cars to do their shopping.

Children are developing good independence skills, and they are keen to do tasks for themselves, such as dressing. Children are kind and helpful to others. They invite visitors to join them for snacks and pour drinks for everyone. The childminder recognises when younger children are tired. She provides their comforters from home and children quickly settle to sleep. This shows that children feel safe and secure with the childminder. Children are learning how to share and take turns and their behaviour is good.

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

- Children are making good progress. The childminder gets to know children well when they start with her. She understands where they are in their development and has clear next steps for learning in place for all children.
- Parents speak positively about the childminder. They state that their children are very happy in her care. Parents say that the childminder communicates well with them and they are pleased with the progress their children are making.
- Children thoroughly enjoy books and engage well in activities that the childminder provides based on stories. They are learning how to gain information from looking at pictures and talk about what they can see. When children ask the childminder a question, she encourages them to find the answer from books, such as what colour a caterpillar is.
- The childminder adapts her teaching to enable younger children to be fully included in activities. For example, she uses play food linked to the Hungry Caterpillar story. Toddlers join in by finding the correct piece of food and posting it into the caterpillar's mouth.
- The childminder is keen for children to learn about mathematics. Her teaching is good and she models mathematical language well and encourages children to count as they play. Children show that they are learning about size as they comment on how dough gets bigger as they roll it.
- Overall, children's speech and language skills are good. Toddlers are learning how to use words and gestures to make their needs known. Older children are very chatty and engage in conversations with the childminder very well. However, the childminder does not always place a strong enough focus on

observing and assessing children's pronunciation of sounds and words. Consequently, some gaps in children's speech development are not identified as early as they could be.

- The childminder is very enthusiastic and strives to provide the best care and education for every child. She works closely with parents to find out what experiences children have at home. The childminder has links with local schools and other early years settings. However, these good partnerships do not extend to all other settings children attend. As a result, information sharing around children's learning and development is not in place for all children.
- The childminder reflects on her teaching methods, resources and environment to ensure they meet the needs of the children attending. She undertakes training and research to help her to continually improve her teaching skills and overall practice. The childminder is currently planning how she can provide more learning opportunities outdoors, for example by adding more natural and growing areas to her garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She knows how to contact relevant agencies in her local area, to seek advice or to make referrals. The childminder has a clear safeguarding policy in place, which she bases her strong practice on. She shares her policies with parents to help them to understand how she keeps children safe. The childminder talks about other ways she keep children safe, such as by regularly assessing risk in her home or on outings she takes children on.

What does the setting need to do to improve?

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

- place more emphasis on assessing children's speech and pronunciation of words to more swiftly close any emerging gaps in learning
- develop closer partnership working with all other settings children attend to promote further continuity in learning.

Setting details

Unique reference number	2625525
Local authority	Essex
Inspection number	10285829
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Billericay, Essex. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The inspector and childminder took a tour of the premises and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They also discussed the needs of individual children and talked about the progress they are making.
- The inspector looked at a sample of policies and procedures, including documents relating to the suitability of assistants and household members, safeguarding and complaints.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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