

Childminder report

Inspection date: 6 June 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

The childminder provides a nurturing environment and forms secure and warm relationships with the children in her care. Children leave their parents with ease as they look forward to playing in the dedicated playroom, which is equipped with an abundance of toys and well-presented activities. These are readily accessible so that children can make choices, initiate their own play and sustain their concentration. Children are encouraged to tidy away before transitions.

Children are routinely given choices, which helps to develop their self-esteem and confidence. They happily welcome visitors and talk to them about their experiences. For example, children demonstrate their knowledge of dinosaur names and what they eat.

The childminder provides a safe environment, both indoors and outdoors. Children feel comfortable and relaxed. They learn to be independent. For example, they use cutlery at mealtimes, put on their shoes and follow good personal hygiene routines such as washing their hands. Children choose fruits from a healthy variety on offer. They help to open packaging so that they are self-sufficient in preparation for future. Children demonstrate good manners and are quick to say 'yes, please' and 'thank you'. The childminder praises children for taking turns and is a good role model. Children's behaviour is very good.

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

- Children learn new vocabulary to develop their language and communication skills through engagement and conversation with the childminder. For example, children explore a minibeast tray in the garden. They dig out play bugs and learn names of insects unknown to them such as 'wasp'. Children repeat the words and practise them in discussion.
- Children recall their previous learning. For instance, children remember that they have visited ducks at the pond and recall that they fed them with peas and sweetcorn. Children remember that ducks cannot eat bread because it will hurt them. They learn how to care for the living things in the world around them.
- The childminder identifies what children already know and can do when they start with her. She does this through feedback from parents and baseline assessments. The childminder carries out a progress check between two and three years old to assess the progress children make. However, she has not considered further ways of challenging children to extend their interests and skills to help them make even better progress.
- Children develop a love for books and enjoy listening to them. This experience is extended further through story props. For example, children use cut-out pictures of contents from the story 'The Very Hungry Caterpillar' to match them and

count them. Children are encouraged to talk in detail about what happens to the caterpillar in the story. This helps them to gain better comprehension and encourages their early maths skills.

- The childminder ensures that children have opportunities to play with other children outside of her setting. For example, they attend local playgroups and the library. As a result, children develop good social skills.
- Children relish playing outdoors where they enjoy a variety of activities in fresh air. Younger children enjoy the running space where they can develop their physical skills. Older children enjoy playing with water, filling containers and discussing their observations.
- Partnerships with parents are good. Parents comment that they value what is being taught at the provision such as good behaviour, kindness and compassion for others. Parents state that they know their children are happy with the childminder and make good progress.
- The childminder reflects on the provision she offers. She is proactive in adapting her service to provide the best possible care for the children who attend. She identifies areas she would like to improve and considers actions to develop them further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully trained in safeguarding and keeps her knowledge up to date. She has a strong understanding of the signs and symptoms that might indicate that a child is at risk of harm, including exposure to extremist views and behaviours. The childminder understands the local safeguarding procedures for reporting concerns about children's welfare and potential allegations made about her practice. 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:

- use what is known about children to plan even more precisely for every child to continually build on and extend their learning further.

Setting details

Unique reference number	2634549
Local authority	Essex
Inspection number	10289507
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 3
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 2021 and lives in Harlow, Essex. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank and family holidays. The childminder holds a relevant level 3 early years qualification.

Information about this inspection

Inspector

Marta Kellouche

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder provided the inspector with a sample of key documents on request, including evidence of 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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