

Childminder report

Inspection date: 4 March 2024

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 works from her co-childminder's home. They provide children with a fun, home-from-home, welcoming environment in which to learn. Along with her co-childminder she invests time getting to know the children and their family before they start. Therefore, children leave their parents with ease and settle quickly. The childminder plans her curriculum around the children's interests and what they need to learn next in consultation with the parents. The home is fully inclusive, and the provision of high-quality resources is easily accessible for children to self-select. Children make good progress. The childminder teaches children the skills that they need for successful future learning and transition to school.

The childminder has a gentle, calm and nurturing approach with the children. Children demonstrate they feel safe and secure in her care. They have established trusting bonds with the childminder and her co-childminder. The childminder is a good role model and effectively supports children's speech and language development. Children are confident speakers and even young children show they are settled, confident and willing to engage visitors to the home in their games. Children are busy, keen and eager to learn and try new things. They make good progress. They demonstrate very good behaviour.

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

- The quality of teaching is good. The childminder is aware of the importance of continuous professional development. She is dedicated to improving her knowledge through training opportunities. The childminder, along with her co-childminder, evaluates the service she provides. Parents are invited to complete annual questionnaires and the childminder welcomes and implements suggestions and ideas that will improve positive outcomes for the children.
- The childminder has established positive, welcoming working relationships with parents. Parents comment that their children are exceptionally happy in the childminder's care. They comment on the childminder's professionalism and that children receive care 'above and beyond' their expectations. They comment that their children are fully prepared for the transition to school. Parents also comment that their children's social skills have been enhanced since attending.
- Children demonstrate they feel safe and secure in the childminder's care. They understand the childminder's high expectations and their behaviour is good. Children demonstrate their delight in the positive reinforcement and praise they receive. Children have established warm bonds with the childminder and her co-childminder. They have formed friendships with other children attending and play well together.
- The childminder is aware of the importance of supporting children's emotional development. Children are provided with resources and books that provide

opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves. They can access a quiet comfortable space should they feel the need to be calm and relax. Young children are made very comfortable should they need to rest. They are soothed and offered their comforters to aid their peaceful sleep.

- Children's communication skills are supported well. The childminder models language well. She positively engages children in conversation and is aware of the importance of allowing time for children to process information and respond. Young children listen with intent during group time as they are encouraged to recognise their name and self-register.
- Children benefit from a good variety of outings outside of the home to further extend their learning and help them learn about a wider community other than their own. For example, they have immense fun walking through the woods, squelching in mud and puddle jumping. Young children show interest in animals have opportunities to visit the local farm.
- Children's creativity is supported. They have great fun pretending to make dinner when using the role-play resources. They make creations, such as masks. Children thoroughly enjoy group time and interactive singing, choosing props from the song bag. However, there are few opportunities for children to express even higher levels of creativity and imagination using resources that have no fixed purpose.
- The childminder ensures that the curriculum is planned and securely embedded across all areas of learning. Children are very familiar with the routines. However, on occasions, the routines have an impact on children's play, concentration, and learning. For example, when children are engrossed in their play, they are interrupted for snack or group activities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend opportunities for children to develop even higher levels of imagination, exploration and creativity
- improve the daily routines, such as snack time, to ensure that they do not interrupt children's chosen play and learning.

Setting details

Unique reference number	2647731
Local authority	Southend-on-Sea
Inspection number	10332898
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 8
Total number of places	12
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Southend on Sea, Essex. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with another registered childminder. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through conversation and by reading written testimonials.
- The childminder provided the inspector with a sample of documentation on request.

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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