

Childminder report

Inspection date:

18 December 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

The childminder creates a warm and stimulating environment that sparks children's curiosity and interest. They are eager to explore and discover, quickly becoming deeply engrossed in fun activities. Children have opportunities to choose what they would like to explore and access with help and support from the childminder. For example, older children choose to play with a numbers game. They concentrate intently to create various sums and times tables, while working out the result. Children persevere when challenges occur, showing high levels of determination. This helps deepen their mathematical knowledge and understanding and supports their problem-solving skills.

The childminder has high expectations of children and they rise to the challenge by following the set routines exceptionally well. Children behave well, have excellent manners and manage conflicts with calm and patience. They show high levels of respect and consideration towards their peers and childminder. In fact, children call the childminder's setting their 'second home'. Older children recall past experiences, while creating fascinating structures, building on their imaginative and communication and language skills. Children show great pride in their achievements, smiling with content, which helps build on their self-esteem, confidence and emotional resilience.

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

- The childminder offers an inclusive and diverse provision. She takes children's interests into consideration when planning a range of stimulating and exciting activities. The childminder always takes the time to get to know all children. She ensures that children are engaged and occupied with fascinating activities that motivate them to become positive learners.
- The childminder is an excellent role model for the children. She models language well and explains and demonstrates activities effectively. For example, she introduces new words, such as 'compulsory' and 'therapy', to build on their vocabulary and language skills. Furthermore, the childminder encourages the children to list the setting's compulsory rules and boundaries, to consolidate their previously acquired knowledge.
- The childminder creates fantastic opportunities for the children to explore a wide array of resources and tools to build on their fine motor skills. Children quickly become immersed in moulding and exploring sand, while engaging in meaningful discussions about magnets. The childminder encourages younger children to use a variety of tools and cutters, to strengthen their hand muscles to support their writing skills.
- Children have great opportunities to explore arts and crafts activities, organised

by the inspirational childminder. They share resources very well and enhance each other's work. In addition, they write their names and help their younger peers to identify the first sound in their names. This helps build on their critical thinking, literacy skills, social interactions and strengthens the cooperation and teamwork.

- Children have an amazing time exploring small construction blocks to work on their hand-eye coordination and spatial awareness. They create themed scenery and add unique characters to the play. Children describe in great detail the main features of their characters, while engaging in powerful discussions with the childminder. This helps build on their imaginative and communication and language skills.
- The childminder has a clear and ambitious vision for her setting. She constantly reflects on her practice and strives to deliver high-quality care and fantastic activities for the children. For example, she works closely with the headteacher from the local school to find out what children are learning at school. The childminder uses this information to plan meaningful activities to consolidate children's learning. Furthermore, the childminder organises regular trip and outings to the zoo or local swimming pool, to broaden children's experiences and understanding of the world.
- Partnerships with parents are strong and effective. The childminder works closely with the parents to find out about children's needs and preferences. Parents comment on how flexible and nurturing the childminder is and praise all the fun activities their children explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has sound knowledge and understanding of safeguarding. This includes aspects such as county lines and the 'Prevent' duty. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder places a great emphasis on internet safety and takes every opportunity to educate the children and their parents on potential risks. The childminder completes regular and relevant training to keep her safeguarding knowledge up to date. Policies and procedures are effective and accurate, and reviewed regularly. They are implemented accordingly and shared with the parents. The childminder carries out regular risk assessments to assure children's safety and welfare.

Setting details

Unique reference number	2649692
Local authority	Essex
Inspection number	10308683
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	4 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Terling, Essex. The childminder provides care Monday to Friday, from 7.30am until 9am and from 3pm until 6pm, during school terms, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Anca Sandu

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector around the provision. They discussed how the provision and the activities are organised.
- The inspector observed the interaction between the childminder and children, and assessed how children's interests are considered when planning activities.
- Parents provided written feedback about the childminder and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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