

# Childminder report

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Inspection date: 4 March 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The attentive childminder ensures children are warmly welcomed into a comfortable, inviting, home-from-home environment. She works very effectively with her co-childminder, and they invest time in getting to know the children and their family before they attend. The childminder offers home visits and uses assessments well. She values information provided by the parents to successfully plan the curriculum. Children experience a wide variety of activities based on their interests and the childminder builds on what they already know and what they need to learn next. Even very young children demonstrate they feel safe and secure, and are confident within the environment. They happily explore the activities provided. Children show interest and an eagerness to investigate a farm-tray activity. They show sustained concentration as they learn the skills of scooping and pouring sensory materials. Children are curious as to how the toy tractor works and make the noises of the animals. Children are busy, happy and play well together and their behaviour is very good.

The nurturing childminder is reassuring and skilful in her interactions with the children. For example, children relish story time. They thoroughly enjoy this time and are encouraged to interact as they predict what is happening in the story. Children's speech and language is supported well. The childminder provides running commentaries and poses open-ended questions to encourage children to think and participate in conversations. She is skilful as she gives children ample time to think and respond. Children delight in the praise and encouragement they receive.

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

- The quality of teaching is good. The childminder has a very secure knowledge and understanding of how children learn and how to promote an ambitious and challenging curriculum. All children receive a wide variety of exciting learning opportunities both within the home and through planned outings. They make good progress and are fully supported in what they need to learn next, including the skills they need to be independent learners, and for successful future learning.
- The childminder has established effective and trusting, working partnerships with parents. Parents comment on the childminder's calm and consistent approach to the children. They say the childminder is 'amazing' and has exceptionally high standards. Parents comment on the immense support they receive and the excellent communication about their children's learning. They value the home visits and comment how reassured they feel leaving their children in the childminder's care.
- The childminder is fully aware of the importance of continuous professional

development. She is committed to further improving her knowledge through training opportunities. There is a culture of evaluation, and the childminder continually evaluates the service she provides to improve outcomes for the children. The childminder and her co-childminder work well as a team. They are fully aware of how to support one another, and of their individual roles and responsibilities.

- Children are spoken to with genuine kindness and respect. Both the childminder and her co-childminder are very attentive to the children's individual needs. They are good role models and even very young children have formed friendships and play well together. They understand the childminder's high expectations and demonstrate good behaviour. Children are fully supported in learning how to regulate their feelings and the language they need to express their emotions. The provision of a quiet, calming space and a selection of sensory resources further supports this and provides a safe, comforting space. Children have established trusting bonds with both the childminder and her co-childminder. Children are offered help, cuddles, and reassurance if they feel anxious.
- Children's creativity is supported. They have great fun pretending to make dinner when using the role-play resources and take good care of their 'babies'. Children thoroughly enjoy group time and interactive singing, choosing props from the song bag. They make marks outdoors using chunky chalks and brushes in water to make patterns. Artwork is displayed within the home, which gives children a sense of belonging. 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 and provides an inclusive environment. 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

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2650406                                                                           |
| <b>Local authority</b>                             | Southend-on-Sea                                                                   |
| <b>Inspection number</b>                           | 10332900                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 18                                                                                |
| <b>Date of previous inspection</b>                 | 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 programmes.
- 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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Piccadilly Gate  
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Manchester  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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