

Childminder report

Inspection date: 11 April 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 has a broad experience working with early years children and has a secure understanding of how children learn. She provides children with a variety of high-quality resources, both indoors and outdoors. The childminder delivers an ambitious curriculum that supports what children already know and builds on what they need to learn next. She follows their interests and is skilful in her interactions with them as they play. The provision of a 'choice board' also helps children initiate their own activities independently. Children make good progress and are sufficiently challenged and supported.

The childminder is committed to getting to know the children and their family before they attend and therefore, young children are happy and confident in the home and settle quickly. Children have established close, trusting bonds with the nurturing and attentive childminder. Children demonstrate they feel safe and secure in her care. They are confident speakers and ask lots of questions. Even young children show they are confident and willing to engage visitors to the home in their games. The childminder teaches children the skills that they need for successful future learning. There is a strong focus on children's emotional development. They understand the childminder's high expectations and children play well together and children's behaviour is good.

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

- The childminder is fully aware of the importance of continuous professional development and has completed many courses since registration. She is committed to improving her knowledge through training opportunities and demonstrates a passion to support children with special educational needs and/or disabilities. The childminder evaluates the service she provides and seeks parents' views to improve outcomes for all children.
- The childminder has established effective partnerships with parents. Parents contribute to their children's learning through the provision of an app and keep the childminder updated on their children's development and interests. They comment how 'accommodating and amazing' the childminder has been to ensure children settle quickly. They say they have complete trust in the childminder. Parents write that their children engage in a wide variety of sensory activities and make very good progress. They say they feel completely reassured leaving their children in the childminder's care.
- The quality of teaching is good. Children's mathematical development is thoroughly supported through all their play. For example, they are gently supported as they match and order numbers during interactive stories. The childminder encourages children to widen their vocabulary. They use positional language as they think about 'front' and 'behind' when lining chairs to make a

bus during imaginative play.

- The childminder encourages children's love of books and provides them with exciting opportunities to develop their imagination as they immerse themselves in interactive stories. They use props and predict what is happening next in familiar stories. The childminder introduces new words to extend their vocabulary, such as 'hibernation', as they discuss the seasons and animal habitats. Children learn about 'reflections' as they discuss rainbows, rain, and sunshine.
- Children understand the importance of fresh air and exercise as the childminder encourages outdoor play. They know to dress appropriately for the weather, are keen to 'have a go' and independently dress themselves. Children persevere as they master the skill of climbing the slide. They relish encouragement and praise they receive for their efforts. Children listen with intent as the childminder teaches them how to use the pedals on a bicycle. They giggle and have immense fun playing hide and seek, confidently counting to 10 before searching for their friends.
- The childminder engages children in meaningful conversation. She has a clear understanding of how children develop their conversation skills and introduces new words to challenge their ability to communicate and their vocabulary. Many opportunities are provided for interactive story time to help children's language skills. However, on some occasions, the childminder does not ask questions to encourage children to think critically and solve problems for themselves.
- The childminder understands the importance of preparing children for transition to school. There is a focus on children's well-being and children demonstrate they feel secure and are confident. They show an eagerness to learn and ask lots of questions. However, while the childminder recognises the need to develop relationships with other early years settings children attend, to provide continuity in their and development, this is not fully established.

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:

- use effective questioning techniques to extend children's language, help them think critically and solve problems independently
- establish partnerships with other early years settings children attend, to provide consistent support for their learning and development.

Setting details

Unique reference number	2657815
Local authority	Essex
Inspection number	10335383
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	
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 Clacton-on-Sea, Essex. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. 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 childminder has 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 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 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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