

# Childminder report

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Inspection date: 16 August 2023

|                                              |                      |
|----------------------------------------------|----------------------|
| <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 | Requires improvement |

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

### The provision is good

Children appear happy and settled in the childminder's care. They form close bonds with the childminder and her assistant, who show them care and affection. This helps children feel safe and secure. Children confidently explore the environment and choose what they want to play with from a good range of age-appropriate resources. Children behave well. They share the toys and wait to take turns.

Children thoroughly enjoy spending time in the childminder's garden, where they have good opportunities to develop their physical skills. They have a go at throwing and kicking balls and enjoy playing on the slide. Young children persist to work out how to open the door of a ride-on car, before sitting inside and enthusiastically using their legs to move it forward. Children enjoy using their imagination and remain engaged as they push model cars and trucks along the roads on a town 'road mat'.

Children enjoy story times. They benefit from a range of age-appropriate books and choose which ones they want the childminder to read. Children listen well as the childminder reads with good expression. They show interest as she talks to them about the pictures. This helps children develop a love of books and reading.

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

- The childminder has worked hard since the last inspection to address all the weaknesses raised. For example, she keeps accurate records for each child, including their hours of attendance. This helps to support children's safety and welfare.
- The childminder offers settling-in sessions to get to know the children and to help them become familiar with the environment. She gathers information from parents, such as what children can already do and what experiences they have at home. This helps to promote children's confidence and self-esteem.
- The childminder knows the children in her care well. She uses assessment to identify what children know and can do. However, the childminder does not always use her good knowledge to ensure her plans for learning focus precisely on what it is children need to learn next in their sequence of development to ensure they make the best possible progress.
- Children benefit from continuous conversations with the childminder and her assistant. They speak to children clearly and use opportunities to introduce new words. For example, the childminder names the 'octopus' and 'turtle' as children find them in the water. This helps children to learn new vocabulary and develop their communication skills.
- The childminder swiftly identifies children who may need additional support. She works closely with parents and other professionals to ensure children receive the

help they need to make progress in their development.

- The childminder is clear about helping children to be ready for school by ensuring they develop the key skills for their future learning. For example, children learn to manage their own personal needs, communicate effectively and develop relationships with others. This helps children to move on to school confidently.
- The childminder has recently installed a hand gel dispenser for older children to clean their hands during the day. She ensures all children wash their hands before eating, modelling how to do this effectively to support younger children. This helps children to develop their understanding of the importance of good hygiene routines.
- Parents are happy with the service the childminder provides. They say that their children love coming to her home. Parents state that they are kept up to date with children's learning and development through an online system and verbal discussions. Parents comment that they value the childminder's support and flexible approach.
- The passionate childminder reflects on her provision and considers how she can make improvements. For example, she now provides every child with a home-cooked meal at lunchtime, helping to support their health and well-being. The childminder undertakes ongoing training to continually improve her practice. She ensures her assistant completes mandatory training. However, the childminder has not fully embedded an effective system to monitor the quality of her assistant's practice to help develop her knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. The childminder and her assistant can recognise the signs and symptoms of potential abuse and neglect. They understand a wide range of safeguarding issues, such as how to protect children and their families from exposure to extremist views. The childminder understands how to recognise possible concerns in a child's life and is very clear about the steps to take to refer concerns to relevant agencies without delay. The childminder regularly assesses risks in her home and garden so that children can play and learn safely.

## What does the setting need to do to improve?

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

- plan learning to focus more precisely on what each child already knows and needs to learn next to help them make the best possible progress
- strengthen the monitoring of assistants' practice to help them develop their knowledge and skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2680282                                                                           |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10260810                                                                          |
| <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 9                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 15                                                                                |
| <b>Date of previous inspection</b>                 | 10 October 2022                                                                   |

## Information about this early years setting

The childminder registered in 2022. She lives in Braintree. The childminder is open Monday to Friday, all year round, from 7am to 6pm. She provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Marisa White

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together. The childminder discussed the curriculum for children and how they deliver this.
- The childminder and the inspector carried out a joint evaluation of a planned activity and evaluated its effectiveness.
- The inspector viewed the areas of the childminder's home used for childcare and discussed how she ensures they are safe and suitable.
- The inspector looked at relevant documentation, including suitability checks, paediatric first-aid certificates and safeguarding documents.
- The inspector took into account the views of parents through discussions and written feedback.

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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