

Childminder report

Inspection date: 10 December 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

Children are relaxed and happy in this home-from-home environment where they thrive. They have developed strong attachments to the childminder, who has high expectations for all children. Children are confident to talk to visitors and share their experiences with them. This demonstrates they feel safe and secure. The childminder is kind and caring and gives children praise throughout the day. Children readily make their wishes and thoughts known to the childminder and these are respected and acted upon. This helps to raise children's self-esteem. The childminder is a good role model. She encourages the children to use good manners and be kind to each other. As a result, children have formed friendships and play harmoniously together.

The childminder invests time in getting to know the children and their families when they start. Therefore, she knows the children in her care very well. She knows where they are in their learning and understands what they need to learn next. She follows and develops the children's interests and learning during play. The childminder recognises the importance of making sure knowledge and skills are firmly embedded before children move to the next stage of their learning. This ensures that children make good progress from their starting points.

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

- The childminder has a clear and ambitious vision for the setting. She is reflective and can identify areas for improvement. The childminder recognises the importance of continuous professional development. She attends training relevant to her current cohort of children. This enables her to support children's specific needs appropriately.
- The childminder supports children to be independent. The environment is set up so that children can engage in self-chosen play. Children are confident to request the activities they would like to engage in. They are competent in managing their own self-care needs. For example, children wipe their own noses and use the toilet independently. At mealtimes, they pour their own drinks and expertly cut up their own fruit. The childminder uses this opportunity to discuss how to use knives safely.
- Children benefit from a language-rich environment that helps to support their communication and language skills. The childminder provides a running commentary to children's play and introduces new language to them to enhance their vocabulary development. She repeats words back to the children, so they hear the correct pronunciation. The childminder supports children to communicate with each other. She demonstrates to children how print carries meaning. As a result, children are confident communicators who use a wide range of vocabulary.

- The childminder joins in with children's play and uses her interactions to develop their knowledge and skills. The children frequently ask her questions to deepen their understanding. However, in her eagerness to provide children with information, she often provides them with an answer rather than allowing them time to consider the answer themselves. This does not give children consistent opportunities to develop their own thinking and reasoning skills.
- Mathematical concepts are introduced to the children. During routines, the childminder makes comparisons between empty and full jugs and big and small puppets. The children then use this language spontaneously during their play. She frequently counts with the children, demonstrating the numerical values on her fingers. The childminder uses time-related language in her discussions with children. As a result, children are acquiring early knowledge of mathematics in preparation for later learning.
- The childminder understands the importance of developing positive and trusting relationships with parents. She communicates with parents daily. She keeps them up to date about children's progress and next steps in their learning. The childminder suggests ways in which they can support their children, for example, during potty training. As a result, parents speak very highly about the care and learning their children receive. They report that their children are happy and make good progress.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- develop interactions with children further to promote their thinking and reasoning skills.

Setting details

Unique reference number	2683388
Local authority	Essex
Inspection number	10363607
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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