

Childminder report

Inspection date: 20 August 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 provides a welcoming and fun environment for children. Their needs are met by a caring childminder and her two assistants. Children are nurtured and individual routines followed. This provides children with a sense of security and comfort. The childminder demonstrates a strong understanding of her children and confidently talks about their good progress. Children are well supported as they are learning. For example, a child starting to walk is carefully supervised. They cruise around, avoid obstacles and show determination to get where they want to go. The childminder promotes good behaviour, and children are supported to develop an understanding of empathy towards others.

The childminder builds her curriculum following children's interests and preferences in play. Children show fascination during play experiences, and this promotes an exploratory nature. The childminder treats children with respect and their voice is heard. She provides meaningful opportunities for children to learn through their senses. Children show delight in crunching the silver paper with their hands and make different sounds. They are in awe of the lights as the room darkens and they follow the patterns on the ceiling. The childminder encourages the children to use their hands as instruments and make noises using their bodies. Children eagerly play instruments, exploring what happens when you bang them. Babies choose the bells and happily join in, moving their bodies along to the sounds. Children benefit from these enriching experiences helping to stimulate their senses through experimentation.

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

- Children are well prepared for the next stages of their education. The childminder observes the children regularly, identifying next steps to help them make progress. She recognises that all children learn differently and puts a strong focus on being inclusive. Children benefit from learning in an environment where everyone is valued and respected.
- The childminder recognises the importance of language and sharing rhymes is central to this vision. Children are eager to choose a song, sing along and use the puppets as props. In some situations, adults do not always extend conversations with children, therefore, limiting opportunities to build on their vocabulary.
- The childminder is responsive to children's individual needs. This makes children feel cared for and safe. Children are encouraged to be independent in some areas of practice. However, not all everyday routines help foster children's independence to its full potential.
- The childminder helps to prepare children for early mathematics and literacy. Children count during their play and identify colours. They use lolly sticks and

potato mashers to make marks. Children start to develop an awareness of pattern, lines and shape. The childminder promotes a love of books, which enhances children's future attitudes to reading.

- Children are happy learners and inquisitive. The childminder provides real flowers and children develop a game moving them 'high' and 'low', reaching up on their tip toes. They practise using scissors to cut the flowers and show perseverance when it becomes challenging. When it is recognised that children may require further practise, they are shown how to cut play-dough to help further develop their hand-to-eye coordination.
- The childminder inspires fun, imaginative play. Children explore real leaves and hide animals in the pretend jungle. They pick up the sticks with leaves and wave them like flags. These enriching activities help children actively explore and immerse themselves in an imaginary world.
- The childminder encourages children to form friendships and be considerate of each other. They benefit from clear guidance on the rules and gentle reminders. The childminder shows patience and a considerate approach. Therefore, she promotes being a good role model to children as they build trusting relationships with others.
- The childminder develops positive relationships with parents and families. They work in collaboration and communicate regularly. Parents feel well informed about their children's time in the childminder's care and value the positive impact the childminder and assistants have on their children. This fosters a home-from-home environment where parents know their children are happy, safe and well cared for.
- The childminder manages her assistants well and demonstrates good leadership skills. She supports them with training and keeping up to date. Communication is effective between them as they share information about children. This has a positive impact on children's experiences and demonstrates good partnership working.

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:

- encourage children even further to foster high levels of independence in everyday opportunities to benefit their life-long skills
- introduce a wider vocabulary in daily conversations and play to further extend children's language skills.

Setting details

Unique reference number	2756434
Local authority	Essex
Inspection number	10349429
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	0 to 9
Total number of places	9
Number of children on roll	25
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Essex. She operates all year round from 7.45am to 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for two-year-old children. The childminder has an early years qualification at level 5. One of the childminder's assistants has a qualification at level 2 and one at level 3.

Information about this inspection

Inspector
Helen Clutterham

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed and discussed the safety and suitability of the premises with the childminder.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her two assistants and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector in written format.
- The childminder provided the inspector with a sample of key 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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