

Childminder report

Inspection date: 4 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 fun and warm home-from-home environment where the children feel loved and respected by the childminder and each other. Children settle well and form strong attachments to the childminder. The childminder provides a well-resourced environment that allows children to develop their independent play. Children laugh with delight as the childminder engages them in playful activities tailored to their individual learning needs and interests.

Children become fiercely independent due to the childminder's praise, encouragement and high expectations of what they can achieve if they try. Children love to learn and are eager to join in activities. They tend to their own personal care needs. Children recognise when they need the toilet and when to wash their hands. Children are quick to get the dustpan and brush to sweep up spilt sand and rice. The childminder provides a variety of activities to develop children's imagination and understanding of the world. Children lovingly wrap dolls up in muslins and enjoy pretending to crack eggs into frying pans.

The childminder has high expectations of children's behaviour. She sets clear boundaries and is an excellent role model. Children are exceptionally well behaved and know exactly what is expected of them. Children learn high levels of empathy. They show kindness and consideration to their peers throughout the day. The childminder skilfully helps children develop high levels of self-regulation. Children deal with disappointment exceptionally well and are quick to help their peers and the childminder. Children delight in being the snack and lunch 'helper'. They serve each other plates, cups, drinks and food.

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

- The childminder has a strong knowledge of how children learn. She plans a detailed curriculum that is tailored to children's interests and what they need to learn next. Consequently, all children make good progress.
- The childminder is highly responsive to children's emotional needs. She provides them with comfort and kind understanding to help them process their feelings and manage the changes they experience at home and at the setting.
- Children become confident communicators. The childminder adds new words to children's vocabulary, such as 'moderation', 'sparkle' and 'eyesight'. She encourages children to answer questions and develop their confidence in speaking. Children show high levels of understanding and are confident to express their needs.
- The childminder provides an extensive range of activities that help children build their large and fine motor skills for early writing. Children excitedly thread round cereal onto spaghetti and use tongs to transfer small balls into bottles. Older

children are learning to recognise and form letters.

- The childminder embraces children's uniqueness and individuality. She embraces children's freedom of choice in play. Children choose to engage in activities with everyday items, such as using the real Hoover, playing hide and seek and pouring water with milk bottles. The childminder uses these moments to develop children's learning further.
- Partnerships with parents are positive. The childminder routinely updates them on their children's day and works with them to help support their children with developmental milestones such as potty training. However, she has not explored other areas of learning with parents so they can fully support all aspects of their children's development at the setting and at home.
- The childminder ensures she risk assesses her premises and outings to promote children's safety. Children learn how to keep themselves safe. The childminder discusses with the children how to safely use a plastic knife and the reasons fruit must be cut so they do not choke.
- The childminder promotes a healthy lifestyle. Children enjoy chopping up their own fruit as they learn about what foods are good for them. Children learn what it means to eat food in moderation. They enjoy a variety of activities outdoors and learn the importance of staying active. Children enjoy regular trips to the park and attend a local dance class with the childminder.
- The childminder evaluates her provision and identifies professional development opportunities to help further improve her strong practice. She has formed strong relationships with other childminders. The childminder engages with them regularly to improve her practice and keep up to date with current guidance and legislation.

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:

- build on established partnerships with parents to provide them with a deeper understanding of how they can support their children's learning at home and at the setting.

Setting details

Unique reference number	2757243
Local authority	Essex
Inspection number	10349493
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency between 2019 and 2023. She registered with Ofsted in 2023 and lives in Wickford, Essex. She operates all year round, from 8am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder offers government funded places for children age nine months to four years and children in receipt of funding for disadvantage.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- The childminder joined the inspector on a learning walk and talked about her curriculum and what she wants the children to learn.
- 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 childminder and inspector carried out a joint observation of an activity.
- The inspector took account of parents' views by telephone and in written testimonials.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and other household members.

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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