

Childminder report

Inspection date: 4 September 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 make good progress in their learning because the childminder ensures an exciting and challenging curriculum is in place. There is a strong focus on the children's well-being. Planned activities and outings are based on what interests them, challenges what they already know, and what they need to learn next. The Montessori and 'Hygge' approach to learning, underpins the education programme. A holistic approach supports children in their learning. Children are encouraged to make choices for themselves including where they play. For example, children relish their time in the garden. They show curiosity as they use the large sand pit. Children fill buckets and enjoy the sensory feel of the sand on their feet.

The childminder along with her co-childminder and assistant provide children with a homely, enabling environment. Children leave their parents with ease as the childminder invests time in getting to know them before they attend. Young children demonstrate they feel safe, secure, and happy in the childminders care. They thrive on the routines in place, for example, they happily wash their hands in preparation for snack. They have established close and trusting bonds with the childminder, and they make friendships with others attending. The childminder has high expectations for all children attending, and their behaviour is very good.

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

- The quality of teaching is good. The childminder understands child development and how to promote a positive and challenging play environment. The childminder is attentive, calm and reassuring and is sensitive in her approach to the children when supporting their individual needs, such as potty training.
- The nurturing childminder provides a homely environment. She establishes warm and secure relationships with children, so they have a strong sense of security and belonging. Children are confident as they independently move around, choosing what they want to play with and the childminder is skilful in her interactions with them. She has a good understanding that children need time to explore and discover for themselves.
- The childminder is aware of the importance of continuous professional development. She is committed to further improving her knowledge through webinars, and training opportunities. The childminder also positively supports her assistant in her professional development. She values her co-childminder and assistants' individual skills and welcomes new ideas. They work effectively together as a team to ensure positive outcomes for children.
- Children's speech and language development is progressing well. The childminder speaks respectfully and calmly to the children. They enthusiastically follow simple instructions such as requests to help tidy. New words are introduced to extend their vocabulary and the childminder is aware of the

importance of allowing time for children to process information and respond.

- Children have immense fun on outings. They stop to observe the environment around them as they walk to the park and look with wonder at a large cobweb they find. They show sustained concentration as the childminder explains how these are formed. They find sticks and twigs and are encouraged to describe how these feel. Children explain they are 'bumpy'. They use simple mathematics as they compare the size of twigs they collect. They use mathematical language, such as longer, shorter and smaller.
- Effective professional partnerships with parents have been established. Parents comment on their gratitude toward the childminder for the 'amazing care and attention' their children receive. They say the communication is excellent and that they appreciate the progress their children have made since attending.
- Children's behaviour is good. They have formed friendships and play well together. They understand the childminder's expectations and are respectful to one another. Children demonstrate good manners and have established close bonds with the childminder. While the childminder is aware of the importance to support children's emotional development, there are fewer focused opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves.

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:

- include more focused activities within the curriculum to support children's understanding of emotions and develop their vocabulary further, to enable them to express how they feel.

Setting details

Unique reference number	2757511
Local authority	Essex
Inspection number	10349714
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	1 to 9
Total number of places	12
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Benfleet, Essex. The childminder operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with another registered childminder and an assistant. She 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 inspector accompanied the childminder and the children on an outing to the park.
- 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 by reading written testimonials.

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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