

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

The childminder works closely and effectively with her co-childminder, and their assistant to provide children with a calm and relaxing, home-from home environment. Children experience a curriculum that has a strong emphasis on supporting their emotional well-being. The childminder uses some principles of Montessori and the 'Hygge' approach to build on children's curiosity and develop the skills they need to be successful independent learners and enable them to express themselves.

The childminder ensures she works closely with parents to gain knowledge and information about their children before they attend. Regular trips outside of the home are organised to challenge children's thinking and provide a variety of social experiences. For example, children requests to visit the local park are supported. They thoroughly enjoy the fresh air and exercise on the walk. Their physical skills are challenged as they use the large climbing apparatus. Children learn to solve problems and gain resilience as they negotiate the climbing frame. The childminder supports children to take safe risks and provides reassurance and praise for their efforts. Children make friendships with others who attend the setting. The childminder has high expectations for all children, 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, and children make good progress from their starting points. This is because the childminder is experienced and knowledgeable of how children learn. She works closely with parents, is effective in her observations of children's progress and provides children with an exciting range of learning opportunities that are influenced by their own curiosity and interests.
- Children have formed close attachments to the calm and reassuring childminder. They demonstrate they feel safe and secure as they confidently move around the home and engage visitors to the home in their games.
- Children learn the skills they need to be independent learners. For example, they make choices where they play. They learn to dress themselves when preparing to play outdoors. The childminder plans a rich curriculum that inspires children to 'have a go' and supports their skills through their play. For example, dolls and dolls' clothes are readily available along with resources to master the skill of zips, buttons and fasteners.
- Children's communication skills are supported effectively. They are confident speakers, show interest and ask questions. The childminder models language well. She positively engages children in conversation. For example, children find acorns and are curious as to what is inside. The childminder encourages them to describe what they think, as they decide it is a dinosaur egg and full of grass.

- Parents speak positively about the care and education provided. They comment on how well their children settle and how excited they are to attend. Written comments detail that the childminder is supportive, and that communication is good. Parents also comment on how they appreciate all the experiences that are offered to their child and are assured they are in safe hands.
- The childminder is aware of the importance of continuous professional development. She is committed to further improving her knowledge through research, 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 closely as a team and regularly evaluate practice to ensure positive outcomes for children.
- Children's creativity and imagination are supported. They have fun singing throughout the day. Children become absorbed in stories when they share books with the childminder. They role play and enjoy using the mud kitchen in the garden. Children explore paint and colour mixing, making creations on rolls of paper. However, the childminder has not considered how to provide similar opportunities indoors for children to express high levels of creativity and imagination using a range of resources.

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:

- extend opportunities for children to develop higher levels of imagination, exploration and creativity.

Setting details

Unique reference number	2757513
Local authority	Essex
Inspection number	10349715
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. She 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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