

Childminder report

Inspection date: 25 October 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 forms close bonds with children. She is attentive and responds warmly to children's individual needs. She offers praise and reassurance throughout the day. Resources are stored at a low level, which enables children to make their own choices and select toys independently. The childminder plans a full and varied curriculum, taking account of children's interests. She gathers valuable information when they start at her setting. The childminder uses this to sequence children's learning. She provides activities that capture their interest. She explores early mathematical ideas, such as shape and colour. For example, when playing with dough, the childminder supports children to explore and begin to recognise the different colours of dough and the shapes they make by using different-shaped cutters and tools.

The childminder has clear expectations for children's behaviour. She is a good role model and teaches them how to behave in positive ways from a very young age. Children receive lots of praise and encouragement from the childminder. Children develop independence as they put on their own coats and shoes before going outside. They learn about things that contribute to a healthy lifestyle, such as exercise, eating a balanced diet and looking after their teeth.

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

- The childminder and her co-childminders have high expectations for children's learning. There are strong systems in place for assessing children's learning and starting points. The childminder knows where the children are in their learning, and the support they need to help them develop further.
- Children learn about the wider community during outings in the local area. They enjoy being physically active in the well-resourced outdoor area. They explore mathematical language and practise counting during play. The childminder has a clear vision to support children to be ready for the next stage in their development.
- The childminder supports children to develop a love of books. They enjoy looking at books together and talk about the things they can see in the book. This helps children to develop their early literacy skills. For example, children learn how to turn the pages in the books, and they name and talk about pictures.
- Parents praise the childminder highly. They are enthusiastic about the support she gives to both children and families. She shares children's progress with parents on a regular basis, for example through verbal feedback and regular photos throughout the day. Parents comment that they are happy with the range of varied activities and the daily information they receive.
- Children have lots of opportunities to develop their physical skills, both indoors

and outdoors. For example, children strengthen their hand muscles as they squeeze, roll and pound play dough to form shapes. Children develop stamina and develop their large muscles as they throw and kick balls and ride around the garden on scooters and ride-on cars.

- Children have fun with the childminder. She chats freely to them, offering a running commentary about what is happening. Although children's language is developing well, on occasion, the childminder asks questions and shares information with the children in quick succession. This does not give children enough time to process what is said in order to share their response.
- Children learn about healthy lifestyles. They have access to a wide range of healthy meals and snacks and become confident to try new foods. The childminder introduces good hygiene routines throughout the day. Children are encouraged to wash their hands after play and before eating.
- The childminder takes appropriate steps to manage children's safety in the setting. There are appropriate systems in place to record and monitor any accidents or injuries. The childminder carries out appropriate risk assessments and teaches children how to keep themselves safe. For example, when collecting children from school, the childminder teaches them how to cross the road safely.
- The childminder has a positive attitude to developing her own skills and knowledge. She works well with her co-childminders to improve the quality of teaching. They regularly reflect on each other's practice to evaluate what works best.

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:

- give children more time to respond to questions and communicate their thoughts to further enhance their learning experiences.

Setting details

Unique reference number	2757924
Local authority	Essex
Inspection number	10349538
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 10
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 registered in 2023 and works from her co-childminder's house in Rochford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two other childminders and assistants.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The childminder explained her intentions for the children's development and how she plans and implements her education programme.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and co-childminders during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons working as assistants.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024