

Childminder report

Inspection date: 9 March 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children quickly form strong attachments to the childminder. For instance, toddlers turn to her for comfort when they feel tired. They settle down for a cuddle and drift off to sleep in her arms. When they wake up they are keen to play with the range of resources on offer. For instance, they get down and play with the toy cars without hesitation. Children enjoy exploring interactive books. They push the buttons on the book that correspond to the pictures they see in the story. Children giggle with excitement when they hear the sounds. They attempt to make the noises themselves, such as making the sound of a duck.

Children have opportunities to make friends and learn about the wider community. Following the COVID-19 pandemic restrictions, the childminder recognised that some younger children are shy and unsure of new situations. They go on regular outings with the childminder, such as to a weekly playgroup. Children become familiar with different surroundings and begin to explore the activities on offer when they are out. They get used to being around other children and adults. This helps children to develop their social interactions and build their confidence.

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

- Children learn to communicate effectively. The childminder extends young children's language. For instance, toddlers use single words as they play. The childminder builds on this by adding a word to describe the toy they are using, such as saying 'big car'. This helps children to develop their speech and language appropriately.
- Parents are very pleased with the service that the childminder provides. The childminder gathers a range of information from parents before children start. She finds out about their children's interests and any health requirements. This helps her to provide children with appropriate resources to support them to settle in quickly. The childminder keeps parents informed about their children's progress. She sends them photos and messages throughout the day so that they feel involved in their children's learning.
- The childminder teaches children about how to stay safe. For instance, she supports younger children to hold hands with her and stay away from the edge of the road. She talks to them about why this is important. The childminder has carefully considered how to maintain children's safety when they are out. For example, she has systems for monitoring children while visiting the local farm. She shares information with parents about the processes she has in place. As a result, children receive consistent messages about staying safe.
- Young children learn to meet their own needs. They develop skills, such as learning to feed themselves with spoons. They scrape out the last bit of yogurt from the pot without support. The childminder encourages children to be

independent from a young age. For example, they put on their own hats before they go outside. These skills help to prepare them for their future learning experiences, for example when they move on to school.

- Children make good progress with the childminder. She plans activities for them based on their interests. She monitors their progress carefully, recognising when they do something new. For instance, she identifies that children are beginning to use number names in their play. She then plans activities to build on this so that they can develop their counting skills further.
- The childminder completes mandatory training to meet the requirements of her registration. However, she has not completed professional development to help her build on children's learning. She has identified areas that she would like to develop further. For instance, she wants to learn more about teaching children about letters and the sounds that they make. She recognises that this training would enable her to help children to build on their learning from other settings that they also attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities regarding children's welfare. She keeps her safeguarding knowledge up to date. She recognises how to raise concerns about children's welfare with the appropriate agencies should she need to. The childminder knows how to identify the possible signs of abuse. She is aware of the signs of a wide range of safeguarding issues, such as female genital mutilation. The childminder monitors children closely, such as when children arrive with existing injuries.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- engage in focused professional development opportunities to support children's learning even more effectively.

Setting details

Unique reference number	404452
Local authority	Essex
Inspection number	10062920
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 August 2015

Information about this early years setting

The childminder registered in 1998 and lives in South Woodham Ferrers, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder's interactions with children. She discussed the impact of these interactions with the childminder.
- Written feedback from parents was viewed by the inspector. She took their views into consideration.
- The inspector viewed a sample of the childminder's documentation, including suitability documents and insurance documents.

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 2022