

Childminder report

Inspection date:

7 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

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 settle well, are happy and display secure attachments with the childminder, who provides a safe and caring environment. Children have a positive attitude towards learning. They eagerly join in with all of the activities the childminder offers. For example, they enjoy imaginary play in a pretend castle they make from bed mats. Children become absorbed in activities, such as exploring water. They show curiosity as they scoop it up using different containers. Children show delight as they watch water trickle along a piece of guttering into a tray.

Children benefit from an extremely wide and interesting range of outings in the local area and beyond. This helps them learn through first-hand experiences about the world around them. For example, they visit local farms and zoos. Children are encouraged to listen, and they respond well to instructions given by the childminder.

Children behave well and show they understand the importance of sharing and turn taking, through the games they play. Children learn to follow good hygiene routines. They know they must remember to flush the toilet and then wash their hands. Children enjoy regular opportunities to develop their physical skills. They use large play equipment at the childminder's home and when they visit places such as parks and soft-play facilities. Children demonstrate good independence skills. For example, they put on their coats and shoes before they go outside.

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

- Good priority is given to supporting children's understanding of mathematics. This is because the childminder often talks about number, shape and size as they play. For example, she introduces number songs to help younger children learn how to count. Older children can confidently count beyond 10. They talk about two-dimensional shapes as they make circles and squares out of pipe cleaners and discuss capacity during water play.
- The childminder successfully engages children in a wide range of conversations. She models language well and correctly repeats back mispronounced words. This helps to encourage children's speech and language development. The childminder shares stories with children and provides a varied range of inviting and interesting books that children enjoy.
- The childminder provides children and families with an excellent introduction to her care. She arranges home visits to meet with the children and their family before they start. Families receive very detailed information regarding the childminder's provision. The strong bonds built between the childminder and children help them to feel settled and develop excellent well-being in readiness for their future lives.

- The childminder is highly successful at giving children a rich set of learning experiences. For example, they benefit from wonderful opportunities to go out in the community and interact with a wide range of people. This helps to develop their social skills and awareness of different backgrounds and cultures. For example, children visit the local care home and engage in activities with the elderly.
- The childminder keeps parents well informed about their children's progress and works with them to meet their individual care needs. The childminder consistently exchanges information that helps parents fully understand their child's learning and what they can do to support them at home. This offers children good continuity of care and learning.
- The childminder is well organised. She maintains all required documentation, including children's attendance and accident records. The childminder completes robust risk assessments in her home and any outings she takes children on. This helps to identify hazards and take action to minimise these, protecting the welfare of children.
- The childminder regularly evaluates the quality of her provision. She attends training and completes online research to gain additional knowledge and ideas. The childminder implements what she learns into her daily practice. This helps to ensure that children are continually interested in activities and are inspired to learn.
- The childminder tracks children's progress well. However, she does not make the most of play opportunities and daily routines to consistently extend and challenge older children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to protect children. She implements relevant policies and procedures to ensure their welfare. The childminder demonstrates a good understanding of the different types of abuse. She knows the procedures to follow if she has concerns about a child's welfare. The childminder understands what action she must take if an allegation is made against her or a family member living in the home. Furthermore, she regularly updates her safeguarding training. This helps her to keep updated with wider safeguarding issues.

What does the setting need to do to improve?

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

- make the most of play opportunities and daily routines to consistently extend and challenge older children's learning.

Setting details

Unique reference number	506268
Local authority	Essex
Inspection number	10062925
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 October 2015

Information about this early years setting

The childminder registered in 2000 and lives in Witham, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for three-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact it has on children's learning.
- The inspector completed a joint review of an activity with the childminder.
- The inspector talked with the childminder and minded children at appropriate times throughout the inspection. The inspector took account of the views of parents through written feedback provided.
- The inspector looked at evidence of the childminder's suitability. She discussed how the childminder reviews her practice and viewed a range of other documentation.

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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