

Childminder report

Inspection date:

2 September 2019

Overall effectiveness	Good
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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

Babies and children settle well into the childminder's warm and homely learning environment. The childminder and her assistants are kind and nurturing. They work closely with parents to ensure they follow children's routines to help them to feel secure and safe. Children of different ages play and learn together well. Older children are keen to support younger children to develop their skills and help them to feel welcome in the setting.

The childminder sets consistent boundaries and promotes positive behaviour. She has high expectations of children's behaviour and teaches them to respect and value each other's cultures, faiths and backgrounds. Children are confident and happy. The childminder gives children lots of opportunities to express their personalities and develop their physical skills through dance and musical performances.

Children are physically active. The childminder encourages children to take risks in climbing and balancing, under her close supervision. She has developed a programme of yoga for young children from her own research and from information from parents who practise yoga at home, to extend this learning in her setting.

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

- The childminder is sensitive and understanding of children's emotional and care needs. She has a good knowledge of child development and knows how children learn. The childminder is skilled in assessing children's abilities and understands what they need to learn in order to develop to their full potential.
- The childminder gathers information from parents about children's abilities when they first start. She continues to monitor progress and skilfully identifies any delays in their development. The childminder works hard to close any gaps in learning. For example, she finds new ways to encourage children to develop their early writing skills, such as posting messages on a board to other children and adults in the setting.
- Children learn about the natural environment outdoors. The childminder provides opportunities for children to feel different textures and experience a variety of sweet-smelling herbs as she asks them to pick and rub them in their fingers to release the fragrance.
- The childminder promotes children's communication and language development well. For example, she reads stories and encourages children to repeat familiar passages. They sing songs and listen to music. The childminder provides books and activities for children who speak English as an additional language, and she works closely with their parents to ensure they develop good spoken English.

- The childminder develops her knowledge and skills through research and occasional training. She listens to the views of early years professionals and introduces some of their ideas into her setting to improve children's communication skills. However, she has not established a targeted training programme for herself or her assistants. This does not fully support consistent teaching or the implementation of the educational programme.
- Although the childminder has undertaken some recent training and research, she has not established a targeted programme of continuous professional development for herself and her assistants. This does not fully support consistent teaching or the implementation of new educational programmes.
- The childminder provides children with a nutritious and healthy diet. She works closely with parents to encourage children in their personal care and self-help skills. She teaches children how to maintain good standards of hygiene to promote their health and well-being. The childminder understands the skills children need to learn to become ready for the next stage in their learning. Children develop their independence. They practise putting on their coats and fastening zips and buttons.
- The childminder reflects on her practice and the service she provides. She asks parents for their views on her setting and takes these into account when evaluating her provision. The childminder supports her assistants well and supervises their interaction with children. The childminder focuses on the needs of individual children when planning activities and when providing resources for children of different ages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding and how to protect children in their care. They are aware of the signs that may indicate that a child is at risk of harm. In addition, they have a good knowledge of local safeguarding procedures and where to report any concerns. The childminder and her assistants ensure that the safety of children is a priority in their setting. They carry out rigorous risk assessments to ensure children stay safe in all areas of the setting and on outings.

What does the setting need to do to improve?

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

- establish a focused programme of training to support continuous professional development for all adults working with children to raise the quality of the provision to the highest level.

Setting details

Unique reference number	560131
Local authority	Essex
Inspection number	10072992
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 2000. The childminder operates Monday to Friday from 7am to 7pm, all year round, except for bank holidays and family holidays. The childminder occasionally works with her husband and daughter as her assistants.

Information about this inspection

Inspector
Jenny Forbes

Inspection activities

- The inspector looked around the areas of the setting available to children.
- Discussions were held with the childminder throughout the inspection and the inspector spoke to the assistants and children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Parents provided written testimonials that were taken into account during the inspection.
- Relevant documentation was available for inspection, including suitability checks, qualifications, records of children's starting points and ongoing progress, as well as policies and procedures.

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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