

Childminder report

Inspection date: 27 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely environment that supports children to feel safe and secure. Children form strong bonds with the kind and gentle childminder, which promotes their emotional well-being. Children enjoy listening to the musical ball as it plays the alphabet song. They engage with each other as they move the toy cars around the room.

The childminder has clear boundaries and routines, which children understand and follow, such as washing their hands before eating. Children independently put on their coats and know when they need to use the toilet. They behave well and understand how to share and take turns. Children have good manners. They say 'yes please' and 'thank you' when the childminder asks if they would like a drink.

Children demonstrate good social skills as they learn to cooperate. For example, they work together, take turns and share as they hunt for bugs and sticks in the garden. Children receive consistent praise when they do things well. This helps to promote their sense of achievement. Children make good progress across all areas of learning. They have a good attitude to play and learning. They chatter to themselves while pretending to make dinner in the play kitchen. Children sit close to one another and laugh as they confidently complete a puzzle together.

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

- The childminder builds on children's interests and offers them a broad range of play opportunities. For example, when children show an interest in the large tyres in the garden, she captures and challenges their imagination. Together they go on an adventure where they pretend to go fishing and bob up and down on the waves of the sea. Children readily engage in the role play. They put their hands in the imaginary water and say, 'Look I have a fish'.
- The childminder places a high emphasis on encouraging children to have a can-do attitude. For example, when children attempt to make a road for their toy cars, the childminder gives lots of praise and support for them to complete it for themselves.
- Children explore the garden, where they have opportunities to develop their physical skills. They learn to use scooters and ride bicycles, and they run around and play hide and seek.
- The childminder supports children's language skills well. She gets down to children's level and engages children in meaningful conversations. She introduces new words into their vocabulary, such as 'slippery', and shows a genuine interest in what they have to say. When children say words incorrectly, the childminder repeats the correct word. This enables children to hear the correct pronunciation.

- Children enjoy learning outdoors. They recall that the birds eat the cherries from the trees. Children plant and sow vegetables and understand that they need water and sun to grow. They learn about the similarities and differences between plants and flowers. For example, they tell the childminder that some plants have black spots on their leaves.
- The childminder understands how to provide sequenced learning opportunities for children in ways that they enjoy. For example, children use magnet letters to recognise letters from their names. Children are eager to point out the letters they know as part of their letter recognition awareness. They learn the sounds that letters represent and associate each letter to a picture card, such as 'h' for hat, to support their early reading skills.
- The childminder reads to the children during group story sessions. She fully involves them and uses props to bring to life characters from familiar stories. For example, the childminder uses sticks from the garden to retell a story about a stick man. However, children do not have free access to books to further support their interest in books.
- Partnerships with parents are strong. The childminder communicates well with parents and talks to them about their children's day and the progress they are making. Parents are very happy with the care and service provided and comment that their children enjoy coming to the childminder.
- The childminder is passionate about her role and enjoys her work. She undertakes ongoing professional development to enhance her knowledge and skills to develop her practice.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised as they play and learn. The childminder understands her role and responsibility to safeguard children and protect their welfare. She knows the signs to look out for that may indicate a child is at risk of harm. The childminder understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against herself or a member of her household. She completes regular training to keep her knowledge of safeguarding up to date. This includes her understanding of wider safeguarding concerns, such as female genital mutilation and the 'Prevent' duty.

What does the setting need to do to improve?

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

- enhance the organisation of resources so that children can access books more freely, to support their interest in books even more.

Setting details

Unique reference number	590239
Local authority	Essex
Inspection number	10127083
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	3 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 July 2015

Information about this early years setting

The childminder registered in 2000 and lives in Weeley, Essex. She operates 43 weeks of the year, from 6.45am till 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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.
- Discussions were held between the childminder and the inspector, to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents spoken to on the day and their written feedback.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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