

Childminder report

Inspection date: 18 July 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy to attend this setting. They settle quickly and become deeply engrossed in meaningful activities. The childminder creates a stimulating environment that sparks children's curiosity and sense of exploration. She offers children opportunities to make their own choices of what they would like to explore next. For example, in the garden children request to play with the bubbles. They laugh and giggle with excitement as they hop around to pop the bubbles. The nurturing childminder encourages them to take turns and to persevere when challenges occur. This helps support children's emotional resilience and strengthens their social interactions.

The childminder is very warm and supportive. She has high expectations of children and they rise to the challenge by following the setting's routines and boundaries with confidence. The childminder encourages children to become positive and independent learners. For example, at snack time children make their own healthy choices of fruits they would like to eat and they confidently name strawberries, grapes and bananas. As a result, children feel valued and involved during their time at this setting. Children form strong and respectful relationships with the childminder, who in turn responds to their needs promptly and with empathy. She appreciates their achievements and offers praise and affirmations. This supports children's confidence and self-esteem.

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

- The childminder offers a diverse and inclusive practice. She takes into consideration children's needs, abilities and interests when planning a wide range of stimulating activities. For example, the childminder motivates children to engage in role play with their peers. As children pretend to make drinks for their friends or feed the babies, the childminder continuously promotes sharing and turn taking. This further develops children's imaginative skills and social skills.
- The childminder is an exemplary role model for the children. She models language well and engages them in conversations about what they are doing. The childminder introduces new words, such as 'rhinoceros' and 'yellow', and prompts children to repeat words to securely embed them. This helps enhance children's communication and language skills.
- The childminder creates wonderful opportunities for children to build on their fine motor skills, hand-eye coordination and imagination. As children are fascinated to use building blocks to create their own structures, the childminder supports them to identify and name different colours. Children concentrate well to slot the blocks in the correct places to develop their problem-solving skills and cognitive development. At the end, the childminder encourages children to work

together to create a structure as tall as them, to support their spatial awareness.

- Children have an amazing time engaging in a throwing and catching game. The childminder demonstrates the activity and children follow the instructions with ease and confidence. Children take an active role in their play, and this helps build on their gross motor skills. Furthermore, children operate climbing equipment in the garden with great control to build on their balance and coordination.
- The childminder inspires children to join in with a game of sorting animals by colour. Children are determined to use large tweezers and scoops to pick the animals and place them in the correct bowl. They name the colours confidently and make animal noises. This supports children's understanding of the world and mathematical skills.
- The childminder has good knowledge and understanding of children's development. She completes regular assessments to track children's progress. She also completes next steps in children's learning that she shares with the parents. Occasionally, the childminder does not always use what she knows about children to plan learning experiences that challenge and extend children's learning further.
- The childminder is very reflective. She has a clear vision for her setting and strives to deliver high-quality care and education. The childminder finds inspiration and support in the effective links she has built with other childminders in the local community. She often organises trips and outings to enrich children's experiences and social skills. The childminder completes regular and relevant training to keep her knowledge current and to upskill.
- Partnerships with parents are effective. They praise the nurturing and stimulating environment and feel involved in their children's learning. Parents appreciate the progress their children make, particularly in their communication and language skills.

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:

- review the curriculum planning so that children benefit from challenge that extends their learning further.

Setting details

Unique reference number	EY222981
Local authority	Essex
Inspection number	10344333
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 September 2018

Information about this early years setting

The childminder registered in 2002. She lives in Brentwood, Essex. The childminder operates on Monday and Friday from 8am to 5pm, Tuesday from 7.45am to 5.45pm, Wednesday from 8am to 6.30pm and Thursday from 8am to 5.45pm, all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of early education of two-, three- and four-year-old children.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents provided written feedback and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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