

Childminder report

Inspection date: 15 January 2020

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 play cooperatively, showing an understanding of sharing and being kind. They agree to take turns and to return the toy 'very soon'. They confidently explore their emotions, pointing to a picture of an angry or happy face to show how they feel. Children engage the childminder in their play. They excitedly tell her they have hidden a dinosaur and she joins in the search. They enthusiastically take turns to hide it again and again.

Children choose books from a well-organised bookcase, settling down to listen to a familiar story. They stretch like the character in the book as they become involved in their adventures, recalling what happens next. They look through a book about animals and their daddies, having an interesting discussion with the childminder about where birds and animals live. They learn what handsome means and how beavers build their houses.

Children play outside in all weathers, which provides opportunities for them to experience fresh air and exercise. They eagerly put on waterproof suits and wellington boots to go into the secure garden. They know it is not safe to walk on the wet decking, saying, 'I might slip.' Children race each other on the sit-on motorcycles, shouting, 'I'm the winner!' They pop bubbles, laughing when they are too high to reach.

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

- The childminder takes responsibility for her own learning. For example, she identified that she wanted to improve her knowledge of speech and language development. She accessed relevant training and has begun to implement new strategies. She researches online to get inspiration for new activities to engage the children. She also works closely with other childminders to share ideas and keep up to date with current legislation.
- Children increase their understanding of most aspects of mathematics. During enjoyable interactions, they match coloured discs to corresponding test tubes and count them as they fill the container. The childminder demonstrates how to use dice. They count the dots together and she skilfully turns this into a game, giving children the same number of bricks to build a tower. They compare which one is taller. Children use scales to weigh sugar cubes, watching them go up and down as they add more cubes. However, the childminder misses some opportunities to provide clear explanations of why things happen or use mathematical language, such as 'heavier' and 'lighter', to promote children's awareness even further.
- The childminder engages children in meaningful conversations, supporting their confidence and communication skills. They happily talk about their families and

their own experiences. However, the childminder does not always address children's misconceptions, for example when they confuse the sugar cubes with ice.

- Children are encouraged to be independent and meet their own care needs. They tell the childminder when they need to use the bathroom and manage this by themselves. She sensitively supports them if needed. There are low-level coat pegs for children to fetch their own coats. Children access a self-care station with tissues, jugs and drinking water, to use as they wish.
- Parents provide detailed information when children start, to enable the childminder to understand what they already know. She uses regular assessments to identify any gaps in their development and to decide how she can support children to develop and learn more.
- The childminder works closely with other settings the children attend. She meets with key staff and shares information about children's progress to ensure there is a consistent approach to their learning and development.
- Parents complete questionnaires for the childminder to gather their views about her provision. They are keen to express how much they appreciate the childminder. They comment that she is 'amazing' and are happy because 'our children are happy'.
- The childminder plans activities that support children to learn about their local community and the world around them. They regularly visit the woods, feed the ducks and go to the beach. The childminder invites visitors into her home, such as a paramedic, to talk to children about their work.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident to take action to protect children's well-being. She clearly describes signs and symptoms that might alert her to children being at risk of harm. This includes children who may be exposed to extreme views or behaviours. The childminder maintains accurate attendance registers. She understands the importance of monitoring her attendance and accident records. She describes how these could identify emerging patterns that indicate children's welfare is compromised. She attends safeguarding training and keeps up to date with recent changes in local authority reporting procedures. This contributes to her being fully informed of her safeguarding responsibilities.

What does the setting need to do to improve?

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

- consider all opportunities to promote children's mathematical awareness further by making greater use of mathematical language during activities
- enhance interactions with children to consistently identify and address their

misconceptions, to raise their learning to a higher level.

Setting details

Unique reference number	EY229509
Local authority	Essex
Inspection number	10073082
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	30 March 2016

Information about this early years setting

The childminder registered in 2002 and lives in Rayleigh, Essex. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The childminder showed the inspector around her home. She explained how she organises her childminding provision and how this benefits children.
- The inspector observed interactions, indoors and outside, and assessed the impact on children's learning and development.
- Parents spoke to the inspector and shared how the childminder meets their children's needs. The inspector also took account of parents' written views.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- A range of documentation was reviewed. This included training certificates and evidence of household members' suitability.

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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