

Childminder report

Inspection date: 22 July 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

Children show they feel safe and well cared for. They develop a warm and positive relationship with the childminder. Children confidently approach her for cuddles and reassurance. She is quick to respond and is attentive to their needs. Children begin to explore and make choices from a range of resources and demonstrate good attitudes towards learning. The childminder encourages children to develop good communication and language skills. She talks to them about what they are doing, introducing new words and encouraging young children to repeat the words. She uses the new word in a correct sentence structure to reinforce the correct pronunciation. During a group activity, the childminder encourages children to listen to the noise of the ice and says, 'Can you hear the crackling sound?'

Children's early literacy skills are developing well. From the wide range of books that are available to them, children independently choose and look at books, exploring stories and making up their own version. They enjoy listening to stories, joining in with repeating phrases to finish sentences that they know. For example, when reading 'The Very Hungry Caterpillar' children say, 'And it was still hungry'. The childminder uses every opportunity for children to use mathematical language in everyday play situations well. For example, during snack time, children count the pieces of fruits they have in their bowl.

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

- The childminder promotes children's healthy eating. She sends information about healthy options to parents to ensure that children's packed lunches are nutritious, and she provides healthy snacks with drinking water only during snack time. Children learn about where foods come from and the processes involved. They plant, water and care for their crops in the garden, harvesting the ripened fruit and vegetables, such as tomatoes and cucumbers for snack time.
- Children benefit from an outdoor space that is secure, providing a safe and stimulating area for children to explore and play in. The childminder makes good use of the garden to support the physical well-being of the children through lots of opportunities for energetic play. Children enjoy local outings and play outside for extended periods. The childminder plans outdoor activities that help children to build on what they know and can do. This helps children who learn best outdoors.
- The childminder has clear settling-in procedures in place. She works with parents at the first sessions and gathers information to help her identify children's starting points. This allows her to plan activities that will interest and engage children during the transition period, helping them to develop a sense of belonging.

- The childminder promotes good behaviour and manages children's behaviour well. She gives clear and concise instructions, reinforces instructions, and gives time for children to respond. She rewards children's positive behaviour with praises and cuddles. As a result, children learn to regulate their behaviour, learning self-control, such as not walking over the activities when others are playing.
- Children enjoy a rich and varied selection of activities across the curriculum. They have access to range of interesting activities and they benefit from well-arranged resources, enabling them to select an activity and direct their own play. This supports children to make independent choices and follow their individual interests.
- Children show confidence in attending to their personal needs, such as setting up for lunchtime, feeding themselves and putting on their shoes. However, the childminder does not consistently encourage them to wash their hands or help children to understand how this contributes to their good health.
- Relationships with parents are good. Parents speak highly of the childminder's warm and welcoming service that they receive. They feel informed of their children's progress and they receive information about activities and events that are taking place. Parents give very positive feedback about their children's increased interactions and social skills.
- The childminder is committed to her own professional development. She has a clear plan of what training to attend to improve her knowledge. She has contacts with the local authority, local school and can access advice and online training to stay up to date with changes within the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in safeguarding children and how to refer any concerns she may have about children or adults. She understands the importance of quickly identifying and acting on children's non-attendance to ensure their safety. The childminder completes risk assessments of her premises and outings. She supervises children and makes clear records of any accidental injuries that they may have and shares this information promptly with parents. The childminder regularly updates her safeguarding training to keep her knowledge of a wide range of safeguarding issues up to date.

What does the setting need to do to improve?

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

- help children understand the importance of good hygiene practice and how this contributes to their good health.

Setting details

Unique reference number	EY231869
Local authority	Essex
Inspection number	10127098
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	2 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 2003 and lives in Canvey Island, Essex. She operates all year round from 7am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Taiwo Oladele-Disu

Inspection activities

- This was the first routine inspection the childminder received since the COVID-9 pandemic began. The inspector discussed the impact of the pandemic with the childminder, and this has been considered in their evaluation of the setting.
- The childminder and inspector completed a learning walk of the setting.
- The childminder and inspector carried out a joint observation of the activity, and together they evaluated it.
- Children spoke to the inspector about what they enjoyed doing in the setting.
- The inspector took account of parents' views of the setting.
- The inspector reviewed relevant 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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