

Childminder report

Inspection date: 16 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show they are happy and secure in the childminder's care. They arrive confidently, ready to play. Younger children seek out the childminder when they are unsure and soon feel comfortable and reassured.

The childminder plans exciting trips and children have many interesting experiences. They enthusiastically talk about their visit to the sunflower farm and blackberry picking. Children recall when they grated vegetables to make their own coleslaw. The childminder gives children plenty of time to talk and share their recollections. She asks sensitive questions that allow children to think and expand on their thoughts.

All children are developing an understanding of keeping themselves safe. Younger children know they must hold on to the handle of the pushchair when they walk along the pavement. They look and listen for cars before they carefully cross the road. Children have learned to look out for cars leaving their driveways. The childminder has taught them what different car lights mean. They know that the flashing lights show which way the car is about to turn. Children use complex words such as 'indicator' and 'reversing'. This builds on their existing knowledge and contributes to their greater awareness of road safety.

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

- There is a broad curriculum that prepares children for their future learning. The childminder focuses on children becoming confident communicators with a desire to find out more. However, she does not share information about children's learning with other early years settings children attend, to promote consistency. The childminder has not established effective links with schools that children are due to attend, to support smooth transitions.
- The childminder assesses children's learning through her observations and conversations to find out what children remember. This helps her to identify what they know and can do. The childminder uses this information to plan activities that reflect children's interests and close any gaps in their development.
- The childminder makes the most of incidental opportunities to introduce and embed children's learning. For example, she encourages them to count the number of beads they have used to make a pattern. The childminder introduces more mathematical concepts, such as 'halves' and 'quarters', when children cut up their own vegetables for snack.
- Older children show care and consideration when they include younger ones in their play. Toddlers babble and smile broadly when they become patients while other children pretend to be doctors. The childminder nurtures important life

skills. She encourages children to negotiate when they want the same special bead. Children talk through options before they agree on a satisfactory outcome.

- The childminder recognises the importance of encouraging a love of books. She talks passionately about her own favourite childhood book and allows the children to carefully handle it. Children listen to the childminder expressively reading a story and eagerly share their own experiences of going to the dentist. They build on their vocabulary and understanding when they name items in the book and search for the same object in the toy dentist's set.
- Children clearly understand the childminder's rules and follow instructions extremely well. They tidy up as soon as they have finished playing with a toy. Children know they can only walk slightly ahead of the childminder when they go out. They listen carefully and, when they reach the footpath, older children remind younger ones that they are only allowed to run to the second lamppost.
- Parents are extremely happy with the care the childminder provides and feel well informed. They work in partnership on matters such as potty training and the use of a dummy, for continuity. Parents say they are surprised when children use new words and know this is a result of the experiences their children have in the childminder's care. They are pleased that their children learn about the world around them and celebrate events, such as the Queen's Jubilee.
- The childminder continually reflects on her practice. She has recently stopped using her car and recognises that children notice and communicate more as they walk around the local community. The childminder completes mandatory training, such as first aid and safeguarding. However, she has not accessed other professional development opportunities to raise the already good quality of teaching to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow should she have any safeguarding concerns. She recognises the possible signs and symptoms of abuse or neglect. The childminder knows who to contact if she is worried about the welfare of a child or if an allegation is made against her or a member of her household. The childminder maintains accurate registers of children's attendance and appropriately records accidents and injuries. This helps her to monitor any patterns that may indicate a child's well-being is compromised.

What does the setting need to do to improve?

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

- work in closer partnership with other settings that children attend, to provide greater consistency in children's learning and development
- engage in professional development opportunities to raise the quality of practice

to an even higher level.

Setting details

Unique reference number	EY239195
Local authority	Essex
Inspection number	10062939
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 October 2015

Information about this early years setting

The childminder registered in 2002 and lives in Brentwood, Essex. She operates all year round, from 7.30am to 5:30 pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the childminder about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and the children both indoors and on an outing and assessed the impact these have on children's learning.
- Children shared with the inspector what they enjoyed about the time they spend with the childminder.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector spoke to parents and also took account of their written views.

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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