

Childminder report

Inspection date: 3 February 2023

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 develop a sense of belonging and feel at home with this calm and caring childminder. They show they feel safe and secure and approach her for comfort and reassurance when tired or upset. Children become deeply engaged in activities they enjoy, such as colouring with crayons and sticking shapes. These activities support them to develop their fine motor skills and coordination. They are beginning to learn basic mathematics. Children talk about the names of shapes and are excited to show the childminder they have made a circle from the train track. They count the number of carriages together, and she encourages children to find the same number of 'passengers'.

Older children show great care for the younger children. They are eager to help them put on their shoes to get ready to go into the garden. In turn, even the youngest children help the childminder by taking their bowls into the kitchen when they have finished their snack. Children learn to share when, for example, the childminder gently reminds them to make sure all the children have a glue stick. They love the childminder's rabbit and remember they must be kind and considerate to animals. Children tell the inspector they moved some toys away from the door, 'in case we tripped over'. This demonstrates their emerging understanding of keeping themselves and others safe.

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

- The childminder keeps up to date with mandatory training, such as first aid. She works closely with other childminders to share ideas and advice. However, she does not focus professional development opportunities to enable her to develop the quality of teaching to an even higher level.
- The childminder effectively assesses children's progress. She gathers information from parents when children first start. This gives the childminder an understanding of what children already know and can do, and helps her determine what she wants them to learn next. The childminder understands the purpose of the resources she provides and what children are learning as they play.
- The childminder is very reflective. For example, she recently added new storage so that children could easily access all the resources. The childminder bought a bookcase and notes that children now spend more time looking at books. She involves parents and children in evaluating her setting. The childminder sends out questionnaires and acts on parents' suggestions. For instance, she intends to put together an information pack about oral health for all parents.
- The childminder implements many ways to help children develop their communication and language skills. For example, she introduces complex words, such as 'gallop'. The childminder demonstrates this action with a toy horse so

that children gain a greater understanding of the word's meaning. When appropriate, she repeats back to the children what they have said. Therefore, they hear the correct pronunciation and know the childminder listens to them.

- The childminder uses spontaneous opportunities to build on children's natural curiosity. For example, when children explore different ways of using a crayon, she looks for objects they can use to make rubbings. She thinks out loud and says 'I wonder what would happen if..?', to encourage children to experiment and find things out for themselves.
- Children become progressively independent. Older children clearly understand the routine and go to the bathroom by themselves to wash their hands before snack. The childminder supports younger children and talks to them about handwashing. Children confidently use a knife to carefully slice a banana. They proudly tell the childminder, 'I've done it all'. This growing confidence and independence helps children to be prepared for the next stage of their education.
- Children learn about the world around them; for example, they go to the local sea-life centre, beach and parks. The childminder recognises that some children may have had less opportunities to socialise due to the COVID-19 pandemic. Therefore, they attend groups where children meet others and build on their social skills.
- Parents say that their children always enjoy their time with the childminder and she has helped them develop. They are very happy with the level of communication they receive and appreciate that their children go out regularly, for example to groups and dance classes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify those children who may be more vulnerable to abuse or neglect. She knows where to find the information she needs to make a referral or to seek advice if she is concerned about the welfare of a child. The childminder is confident to take appropriate steps to protect children. This includes in the event of an allegation against her, a family member or any other adult who works with children. The childminder recognises the importance of maintaining accurate attendance registers to highlight any patterns that may indicate a child is at risk.

What does the setting need to do to improve?

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

- target professional development opportunities more precisely to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY245007
Local authority	Southend-on-Sea
Inspection number	10264274
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 June 2017

Information about this early years setting

The childminder registered in 2003. She lives in Southend-on-Sea, Essex. She provides childcare from Monday to Friday, from 7am until 6.30pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Fiona Sapler

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' 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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