

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children giggle excitedly as they hug, clearly enjoying each other's company. They are kind and caring, and take time to consider each other's needs and feelings. Children are confident in the childminder's home. Older children independently manage their own personal needs, while younger children are given just the right level of support to assist them, yet not take away their emerging independence. Children are polite and know when to use good manners. For example, they are frequently heard saying 'yes please' and 'no thank you' to the childminder's questions. Children behave well. Even the youngest children understand the rules of turn taking in board games and patiently wait for their go. Occasionally, their eagerness to complete their game gets the better of them. The childminder facilitates their desire to place the shapes in the cut out, without interrupting the main game, by giving them a spare card.

Children enjoy fresh air and exercise. They are keen to play in the childminder's garden. In order to fully benefit from this experience, they are provided with waterproof trousers. These prove essential when saving goals while playing football, which entails lots of skidding on the wet ground. Children share that their older siblings 'save goals like this' and act out their superb football skills.

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

- The childminder has worked hard since her last inspection to improve safety within her home and to develop her teaching skills. She has rearranged the furniture in her main play space to ensure that children are provided with an enabling environment that is free from hazards. The childminder has reviewed her teaching practices and completed a course on managing children's emotional well-being. As a result, children's experiences in the childminder's care are much improved.
- Parents, who provide written references and testimonials regarding the childminder's provision, are very complimentary about the care and devotion that she shows their children. Some comment on her flexibility, while others say how much their children love attending the childminder's setting. Some parents comment on the way in which the childminder supports their whole family.
- The childminder places great emphasis on ensuring that children are supported effectively during periods of transition when they start in her care or move between settings. She works closely with other providers and is careful to share pertinent information about each child. They spend time in the other settings so that they can feel settled and secure.
- Children enjoy participating in a wide range of experiences in the childminder's home and within the local area. They regularly visit parks and playgrounds with the childminder and also go to the beach, woods and local toddler groups. The

childminder uses these experiences to build on and extend children's learning.

- The childminder helps children to develop their communication and language skills. She asks clear and appropriate questions and provides time for the children to consider their responses. She reads them stories, taking the opportunity to encourage them to talk about the pictures and predict what will happen next.
- The childminder knows the children well. She encourages their interests. For example, when children show an incredible interest in mathematics, she poses simple calculation questions to them, which they readily answer. However, at times, the childminder does not use these opportunities to fully extend children's thinking. She does not differentiate the adult-led activities well enough so that the older and most-able children are further challenged.
- The childminder works closely with other settings when children share their time between her and another early years provision. She meets with the child's key person to share relevant information about their abilities, interests and dislikes. The childminder develops an effective two-way relationship with the setting to enable her to share ongoing information and to plan effectively for the children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities with regards to safeguarding and protecting children. She regularly updates her safeguarding knowledge, for example, through training, research and childminder forums. The childminder has a good knowledge of wider safeguarding issues, such as county lines, and knows what to be alert to.

What does the setting need to do to improve?

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

- develop further ways of adapting and differentiating activities to effectively challenge the older and most-able children.

Setting details

Unique reference number	EY246825
Local authority	Southend-on-Sea
Inspection number	10250613
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	21 July 2022

Information about this early years setting

The childminder registered in 2003 and lives in Leigh-on-Sea, Essex. She operates her service Monday to Thursday all year round, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of their premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed an observation, how the curriculum had been implemented, and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022