

Childminder report

Inspection date: 11 March 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 enjoy their time with the childminder. They are happy, excited and enthusiastic learners. Children behave in ways that show that they feel safe and secure in the childminder's house. They confidently greet visitors and speak to them about their favourite activities in the setting. Children show respect for each other. They are polite and speak to each other in a kind and caring way. Older children are beginning to recognise and spell out their names in preparation for school. All children develop good independence skills. For example, they confidently attend to their own personal needs, such as fetching a tissue for their nose and discarding it in the bin when they have used it.

Children enjoy being creative and participating in painting and gluing activities. Younger children explore the feel of the paint between their fingers and watch intently as they make marks on their paper. Older children create patterns from their printing and talk to the childminder about the colours they are using. Children make good progress from their starting points. The childminder has high expectations for them based on her knowledge of their learning style, interests and current ability. She plans a wide range of experiences to help all children to prepare for their next stage in learning.

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

- Children become engrossed in the weekly theme, which is often arranged around a favourite children's book, such as 'The Hungry Caterpillar'. They enjoy listening to the story read enthusiastically by the childminder. They use puppets and props to explore the different foods that the caterpillar eats and post them into the caterpillar's sack.
- Children's social skills are effectively enhanced. For example, the childminder takes children to local toddler groups to meet and play with other children. When children live outside of the immediate area, she finds toddler groups closer to their home to attend so that they will begin to meet children that they will eventually go to school with.
- Children experience fresh air and outdoor learning daily. They play in the garden and use physical-play resources. They make marks with chalk, play in the mud kitchen and watch the childminder's chickens. They visit local parks and playgrounds where they have use of larger physical-play resources.
- The childminder enters into lively conversations with the children throughout the day. They talk about the toys they choose to play with and have imaginary games with small figures. The childminder speaks clearly to children and encourages them to develop their speech and language skills. However, she does not always use effective language and questioning skills in order to challenge children's thinking even further.

- The childminder regularly meets with other local childminders. They share ideas and discuss new guidance and legislation. The childminder seeks some training opportunities to help her to develop her skills and knowledge. For example, she has attended courses on observing next steps in children's learning and introducing mathematics in children's play.
- Children enjoy counting and identifying numbers in books. However, the childminder is not yet using the knowledge gained from her recent training well enough. On occasions, she misses opportunities to effectively promote and develop children's understanding of mathematical concepts and language through their play.
- Parents provided written feedback and testimonials about the childminder for the inspection. They speak very highly of the childminder and comment on how well their children are cared for. Parents say that the childminder provides their children with a wide range of activities indoors and outdoors. They comment that their children love going to the childminder's house.
- Children have fun participating in a singing session. They choose their favourite songs, using a range of visual prompts and musical instruments to help to enhance their enjoyment.
- Children enjoy healthy meals and snacks provided by the childminder. They learn about foods that are good for them through discussions. Children enjoy cutting up their own fruit for desert. They choose watermelon and strawberries from the shop in line with the theme of the hungry caterpillar. They proficiently use safety knives to cut their fruit into small pieces and develop a clear understanding about using tools and food utensils safely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding about the types of abuse and the symptoms that might alert her to a child's safety or welfare being compromised. She understands about wider safeguarding issues, such as radicalisation and the potential dangers of the internet. The childminder updates her safeguarding knowledge regularly, for example, through training and discussions with other childminders. The childminder has a set of written policies that she shares with parents, which include her safeguarding procedures.

What does the setting need to do to improve?

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

- extend the range of strategies used to enhance children's developing speech and communication skills and to further challenge their thinking
- make the most of opportunities to develop children's mathematical skills and language.

Setting details

Unique reference number	EY252764
Local authority	Essex
Inspection number	10073170
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2003. She operates Monday to Friday from 7am to 6pm all year round. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children.
- The inspector observed adult-led activities and discussed the learning intentions with the childminder.
- The inspector looked at a range of documentation, including the suitability of adults living or working on the premises.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents provided through written testimonials.
- The inspector completed a tour of the childminder's home and discussed how she uses the space to deliver her curriculum.

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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