

Childminder report

Inspection date: 22 May 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 welcome visitors with excitement. They demonstrate confidence and feel content in the welcoming home-from-home environment. They snuggle up to the childminder to share stories. They laugh and giggle when she sings 'Five Little Monkeys' as they jump on the trampoline. Children access a wide variety of activities across the seven areas of learning, both indoors and outside in the secure garden. Children listen to instructions and help with tasks. For example, children help to set up and tidy away activities and follow the daily routine extremely well.

Children are learning about the world around them. They identify and scoop out pieces of rubbish from the water tray. They hold back-and-forth conversations with the childminder about the impact rubbish has on the ocean and the animals that live in it. The children extend their learning by collecting water and items around the garden to fill containers. They create 'potions' and 'medicine' to make the toy sea animals better. Children benefit from wider experiences within the local community, such as visits to the beach, zoo and toddler groups.

The childminder praises children when they use 'please' and 'thank you' during activities. They learn about hygiene as they talk about germs when washing their hands before mealtimes. The childminder supports children to understand the importance of healthy lifestyles. She promotes physical exercise and prepares nutritious meals and snacks.

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

- The childminder offers an ambitious curriculum for all children. She knows the children and families well. She tailors activities to children's individual interests and learning needs. She uses assessment to identify gaps in learning and responds quickly by seeking support from other professionals.
- Children demonstrate a good understanding of mathematical language and concepts for their age. The childminder skilfully incorporates positional language, counting and number recognition into her interactions. For example, children count the pieces of rubbish they have collected from the water tray in their net and the vehicles they push down the ramp.
- The childminder recognises the impact that the COVID-19 pandemic has had on children's communication. As a result, she provides a language-rich environment. She models new language and repeats phrases back to children to check understanding. She encourages children to join in with familiar rhymes and songs. However, at times, the childminder asks children questions in quick succession. This limits children's time to think, respond and demonstrate what they already know.
- Children are developing a love of books. Children can access books

independently around the environment, both indoors and outside in the garden. The childminder shares stories with individual children and in groups. She points out new words, discusses their meaning and talks about what is happening in the pictures. The childminder encourages children to make predictions about what might happen next.

- The childminder works in partnership with other settings children attend to provide continuity of care and learning. Children preparing for their transition to nursery and school demonstrate growing independence as they put on their shoes and feed themselves at mealtimes. Children recognise and manage their own toileting needs and wipe their own noses.
- Parents talk fondly of the childminder and praise her 'warm and friendly' approach. They appreciate the wide variety of activities the children access in the setting and in the community. Parents comment that they have seen progress in their children's learning and development since attending the setting.
- The childminder is committed to her own professional development. She accesses training and seeks peer-to-peer support from childminding networks to share good practice. She has clear plans in place for future development to improve outcomes for children.
- The childminder is an effective role model. She sets clear expectations for children and offers lots of praise and encouragement. As a result, children behave extremely well for their age and feel valued and respected. Children demonstrate positive attitudes to learning, and they are starting to develop friendships with their peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She understands her duty to keep children safe. She confidently explains how she would raise concerns in relation to children's welfare. She understands the procedures to report allegations against herself or anyone else in her home. The childminder attends safeguarding training to ensure her knowledge is up to date. She has a good understanding of the wider safeguarding issues, such as county lines, female genital mutilation and radicalisation. She completes risk assessments of her home and outings, maintaining a safe environment for children to play and learn.

What does the setting need to do to improve?

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

- strengthen interactions and questioning techniques to enable children to have more time to think, respond and demonstrate what they know.

Setting details

Unique reference number	EY266219
Local authority	Essex
Inspection number	10285720
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 October 2017

Information about this early years setting

The childminder registered in 2003 and lives in West Mersea, Essex. She operates all year round, from 7.30am to 6pm on Monday, Tuesday and Thursday, and from 7.30am to 9am on Friday, except for bank holidays and family holidays agreed in advance. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Chrystal Buck

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during the inspection.

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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Textphone: 0161 618 8524
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