

# Childminder report

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Inspection date: 20 January 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very comfortable, confident and happy in the childminder's home. They have formed close attachments with the calm, attentive and nurturing childminder and made friends with other children who attend. They happily access a wide selection of quality toys and resources with ease. The childminder is extremely committed to ensuring children have fun and make good progress. Her home is very child-friendly, and children are eager to learn. They show enthusiasm when learning letters of the alphabet. They excitedly name items in a box that match the letter of the week. Children sit and concentrate as they make pictures of butterflies. They show curiosity as they search for collage materials from a wide selection of materials provided for them.

The childminder knows the children well and what interests them. For example, children who enjoy making models are provided with construction resources. They persevere as they make a 'dinosaur world'. Children engage the childminder in their play. She is skilful in her interactions with them, offering additional resources to extend their play. The childminder understands when children want to play independently and is on hand for support and encouragement. Children's behaviour is very good. They understand the childminder's expectations, feel secure and demonstrate good manners.

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

- The childminder has a secure knowledge of how children learn. She provides them with a good-quality education. The childminder plans a broad curriculum that covers all areas of learning. Children make good progress as they demonstrate an eagerness to learn. Activities are inclusive and differentiated to ensure all children can achieve. For example, older children demonstrate good cutting skills while using scissors, and younger children are supported and provided with appropriate resources to support their physical development.
- The childminder respects all children as individuals. Children are confident and feel secure in her care. They make decisions for themselves. Children are given choices as to what they would like to do. They learn about a wider community other than their own through well-planned activities. They discuss similarities and differences. Children are keen to learn about different cultures through enjoyable activities.
- Children delight in role play. They enjoy using the play kitchen and access a selection of resources. They spend time using construction toys and small-world figures. However, the childminder does not extend opportunities for children to develop their creativity, curiosity and imagination to the highest level.
- Children relish stories. They select cushions to sit comfortably and listen with intent to the childminder. The childminder teaches the children about the author

and illustrator. They are positively encouraged to interact with the story and predict what might happen next. Children show sustained concentration and are able to recall what they have learned.

- The childminder encourages children to develop self-care skills. They are encouraged to understand their personal needs, such as wiping their nose. They know to dispose of tissues in the bin and use hand sanitiser. Children are supported, feel comfortable and know when they need to use the bathroom. The childminder has a gentle approach and encourages children to be independent. This provides them with the skills they need for successful future learning.
- The childminder has developed strong partnerships with parents. She keeps parents fully updated about the care their children receive through daily discussions. Parents comment that the childminder has a 'natural talent' to care for children. They appreciate her flexibility, respect and empathy. Parents feel reassured that their children are making good progress. They comment that the childminder is an essential part of their family life.
- The childminder engages children in meaningful conversations. She is effective in supporting children's speech and language development. The childminder introduces new words to extend and challenge their vocabulary. Children are confident speakers. They happily talk with visitors to the home and ask lots of questions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is very secure in her knowledge of how to protect children from harm. She completes training to ensure she is fully informed regarding all aspects of child protection, including issues such as the 'Prevent' duty and county lines. The childminder is aware of possible signs and behaviours that may suggest a child is at risk of harm. She has a good understanding of how to report any concerns. Parents are provided with comprehensive policies and procedures to inform them about the childminder's safeguarding responsibilities. Priority is given to ensuring children play in a safe, secure and clean environment and are closely supervised at all times.

## What does the setting need to do to improve?

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

- extend opportunities to help children develop their exploration and creativity to a higher level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY286143                                                                          |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10234814                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 1 March 2017                                                                      |

## Information about this early years setting

The childminder registered in 2004 and lives in Langdon Hills, Essex. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hartigan

## 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 her evaluation of the setting.
- The inspector observed the areas of the home available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.

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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