

Childminder report

Inspection date: 1 June 2023

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

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely atmosphere. On arrival, young children snuggle up with the childminder for cuddles and settle quickly, showing that they feel safe and secure. Parents are confident to leave their children here and state that the childminder brings them 'peace of mind'.

Children build strong bonds with the childminder, who is kind and caring. She knows children well and plans activities to nurture their interests and inspire their learning. Children demonstrate motivation to learn as they explore the life cycle of a caterpillar. Children learn new vocabulary to support their developing communication and language skills. For example, during play, the childminder tells children the names of the animals and the noises they make. Children repeat these words in their play later.

Children learn about the world around them. They benefit from taking part in lots of local activities such as visiting the library to read and borrow books, feeding the ducks at the pond and practising their physical skills in the meadow. This helps children to feel part of their local community. Children learn even more about the wider world. For example, they grow strawberries in the garden.

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

- The childminder has built strong relationships with families who trust her. She knows the children well. Parents report that they are happy with the care their children receive and their learning. They say that their children enjoy their time with the childminder and that they value the variety of activities that are provided.
- Young children flourish here from the moment they start their journey, as the childminder mirrors their care routines that are followed at home. Children receive good support to develop their personal, social and emotional skills. They learn to share resources and are respectful to each other, as the childminder is a good role model.
- The childminder plans a balanced curriculum that focuses on developing children's communication, social and physical skills. She tracks children's learning to ensure that they make good progress while working with parents to share information. However, the childminder does not share information with other professionals effectively to support children's transitions on to their next educational journey.
- The childminder plans learning activities around children's individual interests and their stages of development. The childminder aims for children to be confident learners, who have time to explore and enjoy learning. The childminder repeats words clearly so that children hear correct use of language

in context. The childminder is aware of external professionals, who she may need to involve for additional development support.

- Children test out their ideas to develop their critical thinking. For example, they investigate the 'busy board' to open, close, pull, twist and slide items for a purpose. She offers them lots of praise and encouragement during activities to inspire them to keep on trying, even when they face challenges.
- The childminder places high importance on health, safety and hygiene and builds these into the daily routine. She ensures that children are kept safe and has clear policies that she follows. However, children do not always have the opportunity to learn to manage their personal care needs independently. For example, the childminder washes their hands for them before mealtimes and gets a tissue to blow their noses.
- The childminder has a calm and consistent approach when supporting children's behaviour. She uses lots of positive praise, such as 'well done'. She supports children to play together, which develops their social skills. On the odd occasion that an incident occurs, the childminder quickly intervenes, saying 'be kind to the toys otherwise they will break' and encourages children to pick them up from the floor.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training to keep her safeguarding knowledge up to date. She fully understands her responsibility to keep children safe from harm. The childminder demonstrates a good awareness of the signs and symptoms of potential abuse and/or neglect. The childminder understands the procedures to follow in the event of a concern. She keeps all areas of her home and garden safe and secure for children to play. The childminder takes appropriate steps to prevent the spread of infectious illnesses.

What does the setting need to do to improve?

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

- develop partnerships with the next educational settings that children attend to improve information sharing and support for children's learning
- support children to manage their own self-care skills and develop their independence.

Setting details

Unique reference number	EY288438
Local authority	Essex
Inspection number	10279899
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 August 2017

Information about this early years setting

The childminder registered in 2004 and lives in Harlow, Essex. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Weston

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector observed children playing and discussed the quality of education.
- The inspector viewed the areas of the childminder's home that children use to ensure that these are safe and suitable.
- The inspector viewed relevant documentation, including evidence of suitable insurance and training certificates.
- The inspector took account of parents' 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.

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 2023