

Childminder report

Inspection date: 11 July 2024

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 is calm and patient and treats children with respect. For instance, when children are upset she sensitively asks them if they would like a cuddle. Children seek her out for comfort and reassurance and demonstrate they feel safe and secure. The childminder takes children out to a range of groups for them to get to know the wider community and develop their social skills. She ensures they walk whenever possible so children become more familiar with aspects such as road safety and nature. Children show how much they enjoy these trips and confidently tell visitors that they like going to 'the new group'.

The childminder uses her knowledge of children's abilities to support them to become progressively independent. For instance, she assesses when they are capable to go to the bathroom by themselves. The childminder reminds them to wash their hands and flush the toilet to help children understand good hygiene practices. She has high expectations for children's manners and behaviour. Children clearly understand the rules and tell visitors that the childminder reminds them not to talk with their mouths full and they always ask to leave the table. Children happily help the childminder to tidy up when they have finished playing.

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

- The childminder has considered recommendations from the last inspection and made improvements to address these. She works closely with other childminders to help her reflect on the quality of her provision. Although the childminder has completed recent mandatory training, she does not yet tailor her professional development effectively to be fully equipped to meet the specific needs of children who attend.
- The childminder is sensitive to current pressures on families. She recognises that not all children have the same prior experiences and has constructed a curriculum that includes many opportunities to build on these. This includes planning visits to, for example, the beach, sea-life centre and nearby woods.
- Parents provide information about their children's learning and development from the start so the childminder can begin to provide experiences to help children make progress. She uses her own observations to further identify and address any gaps in children's learning and development.
- The childminder forges effective links with other settings. She regularly exchanges relevant information with key persons at pre-schools the children attend. This helps them to work together to support children's care and education consistently.
- The childminder helps children develop their emerging communication skills. She engages them in conversations and they talk freely about their families and what is important to them. When necessary, the childminder repeats back to children

what they say, so they hear the correct pronunciation.

- The childminder introduces basic mathematics when children play. She compares sizes and talks about 'fast' and 'slow' when children are on the swings. However, the childminder does not consistently recognise opportunities to use new vocabulary or introduce more-challenging mathematical concepts to extend older children's understanding further.
- The childminder provides a range of enjoyable garden activities that support children to be active and develop their large motor skills. For example, they swing from rings, climb up and down the slide and enthusiastically play football. The childminder follows children's cues and fascinations when, for example, they excitedly notice some ants. She suggests they go and get magnifying glasses to get a closer look and find out more.
- The childminder recognises important skills that help children to be ready for school. She therefore focuses on supporting older children to become more independent and develop their concentration and attention skills. She provides resources, such as scissors and dough, so children can build their fine motor skills in readiness for early writing.
- Parents comment that their children have grown in confidence and made many friends since they have been with the 'dependable and reliable' childminder. They say that their children are now better at sharing and engaging in imaginative play. Parents appreciate that the childminder takes children to so many interesting places. They know the childminder's routine, which helps them talk to their children about what they have been doing and where they have been.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- seek professional development opportunities that focus more precisely on gaining specific knowledge to meet the unique needs of children who attend
- strengthen teaching to challenge and stretch children's learning even further, with particular regard to new vocabulary and mathematical concepts.

Setting details

Unique reference number	EY292992
Local authority	Essex
Inspection number	10344325
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2004 and lives in Great Wakering, Southend-On-Sea, Essex. She operates Monday to Thursday, from 7.30am until 6.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Fiona Sapler

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 their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children, indoors and outdoors, and assessed the impact that these were having on children's learning.
- Parents shared their views on the setting with the inspector.
- 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 2024