

Childminder report

Inspection date: 18 January 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 are very happy and show enthusiasm to learn. The childminder invests time in getting to know the children and their families and this helps children settle quickly. Children have established close bonds with the busy childminder and her assistant. The caring and nurturing childminder provides a child-friendly environment. Children access a range of resources and initiate their own play and learning. The childminder builds on what the children already know and their interests when planning activities, to ensure they make good progress. Children are confident and move around the home with ease. They approach the childminder if they need support and for cuddles. They enjoy the praise they receive. For example, children show sustained concentration as they make cards for their families. They take great care in drawing and colouring, and make good attempts to write their name. They are proud of their creations and are thrilled with the childminder's praise for their efforts.

Children relish their time outdoors. They demonstrate good independence as they dress to play in the garden. They know they need their hats and scarves as it is cold. Children have fun looking at the ice and frost through magnifiers, and they talk about how the weather makes them feel. They happily sit to have drinks and healthy snacks and chat to their friends. Children thoroughly enjoy story time. They sit comfortably and listen with intent as the childminder reads a familiar story of their choice. They interact and are encouraged to discuss and predict what is happening in the story.

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

- The quality of teaching is good. The childminder and her assistant are committed to improving their own knowledge through training opportunities. The childminder demonstrates an ambition to develop the quality of the service she provides. She regularly evaluates her practice and has a secure knowledge of how this may improve outcomes for children.
- Parents speak of how delighted they are with all aspects of care their children receive from the 'incredibly kind and amazing' childminder. They say they feel completely reassured their children are safe, happy and make excellent progress. Parents comment that they have good communication with the childminder and that the children are provided with quality learning experiences.
- The childminder understands the importance of meaningful conversations with the children and she models language well. Children speak with confidence. The childminder is skilful in how she asks children questions, allowing time for them to respond. Children have a wide vocabulary. Even young children engage visitors to the home in conversation, asking lots of questions and demonstrating their curiosity.

- A strong focus is placed on children's emotional development. Children demonstrate they are confident and secure in the childminder's care. The childminder plans activities which provide children with opportunities to talk about their emotions and feelings. Children understand the high expectations and their behaviour is very good. They are polite and know to say 'please' and 'thank you' with prompting.
- Children's mathematical development is progressing well as the childminder provides a variety of opportunities for them to learn simple mathematics. Mathematical language is used through all activities, and children are developing a strong concept of numbers and shapes.
- Children absorb themselves in their play. They enjoy playing together and act out real-life scenarios using small-world resources. They spend time talking with one another as they care for their babies. The childminder is skilful in knowing when to interact and when to give children time to explore for themselves.
- The childminder is aware of where children are in their development and what they need to learn next. Children make good progress across all areas of learning. However, the childminder does not always fully extend the opportunities, such as the use of open-ended resources, to build on and challenge children's creativity and imagination to the maximum.
- The childminder teaches children about a wider community other than their own through planned activities. Children enjoy bus rides and trips to local shops, the library and toddler groups. The childminder respects children's individuality. Children learn about and celebrate similarities and differences through books, conversations and acknowledgement of cultural days through well-planned activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a sound knowledge and understanding of their responsibility to protect children from harm. Through completion of training and research, they are clear about the procedures to follow should they have a concern regarding a child's welfare. The childminder is familiar with the possible signs and behaviours that may indicate a child is at risk. She ensures children play in a safe and secure environment. She helps children understand how to take safe risks. Children are closely supervised throughout the day.

What does the setting need to do to improve?

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

- extend opportunities for children to access a wider range of resources, such as open-ended ones, to help develop their exploration and creativity further.

Setting details

Unique reference number	EY295589
Local authority	Essex
Inspection number	10262935
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 12
Total number of places	6
Number of children on roll	28
Date of previous inspection	10 April 2017

Information about this early years setting

The childminder registered in 2004 and lives in Hutton, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, 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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of the written views of the parents.
- The inspector spoke with the childminder's assistant and the children at the inspection.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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