

Childminder report

Inspection date: 20 July 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 to attend this setting. They form very strong relationships with the childminder and display a positive attitude to learning. Children move around with ease, choosing activities that spark their curiosity and excitement. Children enjoy building large tracks on the floor. They slot the pieces together with good control, then move the cars around, giggling with joy. They share resources well and take it in turns to create their structure. This helps support their social interaction, imagination and role-playing skills.

Children have interesting opportunities to explore various puzzles to further develop their hand-to-eye coordination and mathematical skills. In addition, they learn more about diversity and inclusion to enhance their understanding of the world.

Children behave very well and display high levels of respect towards the childminder. The supportive childminder has high expectations of them, and children rise to the challenge by following the setting's routine incredibly well. They develop the skills needed to become resilient learners. Children continuously develop their independence. They successfully meet their own personal and hygiene needs and make healthy choices. The childminder shares pride in children's achievements and praises them for their efforts. This helps them feel valued and boosts their self-esteem.

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

- The childminder offers children a stimulating environment. Children make their own choices about the activities they would like to explore next. For example, in the garden, children enjoy exploring a large water tray. They fill cups with soapy water to pour into a bucket. Children watch mesmerised as the bucket tips over as soon as it is full. They observe closely how the water moves from the bucket onto a pipe then onto a larger bucket at the bottom. Children quickly become fascinated by the cause and effect. This helps support their critical thinking and problem-solving skills.
- Children have plenty of opportunities to be active and healthy. In the garden, they walk on stepping stones with confidence. Children then operate small climbing equipment and slides. This helps build on their balance, coordination and stamina.
- Children enjoy books and develop a passion for reading. They listen with intent to their favourite stories. Children quickly become immersed in the narratives and engage in meaningful discussions about the characters and pictures. This further develops their early reading skills and communication and language.
- Children have a great time singing their favourite nursery rhymes. They also

explore various musical instruments, shaking them to the rhythm and sound of the music. This supports the children to express themselves in creative ways and enhances their social interactions.

- Children's natural curiosity is fostered through various sensory experiences. For example, they enjoy exploring a cooking activity. Children mould the dough with their hands and use cutting tools to build on their fine motor skills. They follow instructions well and confidently count the cookies to practise their numeracy skills.
- The childminder is warm and nurturing. She has good knowledge of children's development and what they need to learn next, including children with special educational needs and/or disabilities. However, on occasion, the childminder does not identify when children need more challenge to extend their learning further, particularly younger children or those requiring additional support.
- Partnership working with parents is strong. They comment on how much they trust the childminder with their children's care and education. Parents feel involved in their children's learning and development. They praise the progress their children make and value the childminder's inclusiveness.
- The childminder has an ambitious vision for her setting. She continuously looks for innovative ways to improve the quality of education she provides, to ensure academic success. The childminder strives to enhance children's experiences to support their understanding of the world. For example, she organises trips to local libraries, parks and childminder groups. This helps strengthen children's social interactions and emotional resilience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong and robust knowledge and understanding of safeguarding. This includes wider aspects of safeguarding, such as female genital mutilation and county lines. The childminder has effective and accurate policies and procedures in place to guide her, which she reviews regularly and shares with the parents. She understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder completes regular training to keep her safeguarding knowledge up to date. She takes steps to ensure that her home and garden are safe. The childminder carries out regular risk assessments and this helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- enhance and strengthen teaching skills to provide all children with equal and rich opportunities to be fully involved and challenged in their learning.

Setting details

Unique reference number	EY303688
Local authority	Essex
Inspection number	10295367
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	5
Date of previous inspection	21 December 2017

Information about this early years setting

The childminder registered in 2005 and lives in Brentwood. The childminder holds a childcare qualification at level 3. She operates all year round from 7.30am to 6.00pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed with the childminder the impact of the pandemic and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together. They discussed how the curriculum is organised and what the childminder wants the children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Children spoke with the inspector about the activities they were doing.
- Parents spoke about the setting to the inspector, who took account of their views.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability of the childminder to work with children.

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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