

Childminder report

Inspection date: 8 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children progress well as they are welcomed by an experienced and nurturing childminder who has a sense of fun. They are confident and relaxed in the play environment the childminder creates. Children's interests and likes influence the activities provided, and their emotional well-being is fully supported. For example, children relish their time outdoors and water play activities. They explore water and bubbles in the mud kitchen and have great fun making and splashing in puddles. Even very young children know to use the water butt to fill their watering can, as they are taught about the importance of caring for the environment and its resources. Children's language development is progressing well as the childminder engages them in meaningful conversation. Children show excitement when they spot birds in the garden. They learn and repeat the names of birds and comment that the wagtail is 'bobbing' on the grass.

Children's creativity and imagination are developed well as there is a strong focus on messy play and open-ended resources. Children talk about the 'treasures', including leaves, petals and twigs, that they find on the walk to school and use these in their play. Children are happy and secure. They sit comfortably and enjoy stories in the wooden hut outdoors. Children have positive attitudes to learning and are keen to engage in a wide variety of experiences. They enjoy learning about how to recycle and reuse materials. For example, they use milk bottles to make large structures such as igloos that they can play in.

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

- Children's communication skills are supported well. Even very young children are confident speakers and ask lots of questions. The childminder understands how to engage children in conversation and she models language well. She is skilful and understands the importance of allowing time for children to process information and respond. Children receive lots of praise when they learn new words.
- The quality of teaching is good. The childminder is aware of the importance of continuous personal development and improving her knowledge through training opportunities. She evaluates what she has learned and implements new ideas if they are relevant for the children attending.
- Parents speak highly of the childminder. They value the professional but warm and friendly relationships established. Parents feel fully informed and involved in what their children do while in her care. They treasure the photo books provided, which detail information about their children's progress. Parents comment that the childminder is 'amazing' and they feel very reassured that their children are safe and have fun. They speak of the delicious, healthy meals their children enjoy while attending.

- 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 their development. However, the organisation of the play space indoors sometimes prevents children from being able to access a wide range of resources freely.
- Children play happily together. They are beginning to form friendships and are learning to share toys. They take care of babies and offer reassurance as they rub their back or stroke their heads. Children learn the skills they will need as they become more independent. The childminder encourages young children to have a go at tidying away after themselves and putting shoes and hats on in preparation for playing outdoors.
- The childminder knows the children very well. She follows babies' own routines and is intuitive when they become tired. Babies are soothed, offered cuddles and rocked as they fall asleep. Children's personal needs are supported, for example when nappies need changing. However, some children who are not having their nappy changed are not actively engaged in activities or learning opportunities during these times.
- The childminder is quick to respond to children's requests. For example, when children show an interest in drawing and sticking, the childminder swiftly provides them with a wide selection of resources to support their passion to be creative. Children are encouraged to have a go at writing their names on their work. Children's creations are displayed around the home, creating a sense of belonging and acknowledging their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her responsibility to protect children from harm. She has completed safeguarding training and has a good knowledge of the possible signs and symptoms of abuse, including issues such as county lines and domestic violence. The childminder understands the procedures to follow and who to contact should she have concerns regarding a child in her care. Children play in a safe and secure environment as the childminder routinely risk assesses her home and outings. Children are taught how to stay safe and they understand that they need to wear hats and sun cream when it is hot to protect themselves.

What does the setting need to do to improve?

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

- ensure the play space indoors enables children to easily access all resources available to them
- review daily routines, such as nappy changing, to ensure that children's needs are fully considered at these times and that attention is focused on the children's learning.

Setting details

Unique reference number	EY306062
Local authority	Essex
Inspection number	10127134
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	24
Date of previous inspection	20 April 2015

Information about this early years setting

The childminder registered in 2005 and lives in West Mersea, Essex. She operates all year round from 7.30am to 6pm, 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 provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children and parents during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons living at the premises.
- The childminder and the inspector carried out a joint observation together.

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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