

Childminder report

Inspection date: 30 April 2024

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

The childminder provides a welcoming environment where children feel extremely comfortable. She is a calm and caring role model. Consequently, children show empathy and consideration for each other. They help younger children find the correct puzzle pieces and tell them, 'Well done.' The childminder gently guides children to understand rules. For example, they listen carefully to instructions and know how to keep themselves safe as they walk to the park. Children tell the childminder they must stay on the 'wall side' of the pavement and when it is safe to cross the road.

The childminder plans many exciting, interesting outings to enhance children's experiences. Children show what they have learned and remembered when they enthusiastically tell visitors about their train journey to the Tower of London. They confidently recall seeing the crown and 'walking on a moving floor'. Children become familiar with their community when the childminder takes them to local attractions such as woodland walks, groups, the beach and the sea-life centre.

The childminder broadens children's mathematical understanding, for example by pointing out shapes on buildings. Older children name the shape and eagerly look for matching rectangles. The childminder adapts her interactions to support children's progress at different stages of their development. For instance, when they play 'I-spy', older children look for objects that start with the same letter, while others look for objects of the same colour.

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

- The childminder identifies professional development opportunities that equip her to meet the specific needs of the children she cares for. For instance, she has recently completed training relating to speech and language. As a result, she has introduced listening walks that successfully build on children's listening and attention skills. Children quietly listen and excitedly tell the childminder they can hear an aeroplane.
- The childminder gathers information from parents when children first start. This helps her understand what children know and can already do. The childminder uses this information and her own observations to plan how to support children's ongoing learning and development.
- The childminder shares information with other settings that children attend, to effectively promote continuity. She has developed a clear curriculum that prepares children for their next stage of learning. Therefore, the childminder focuses on encouraging children to be confident communicators and building their increasing independence. She forges links with teachers to help smooth children's transitions to school.

- The childminder listens intently to the children when they talk about their own experiences. This encourages them to speak more and develop their storytelling skills. When necessary, she repeats back to the children what they have said so they hear the correct pronunciation. However, she does not routinely introduce more complex words to build on, and extend, most-able children's vocabulary.
- The childminder patiently allows the youngest children to persevere as they try and cut up some fruit. They proudly exclaim, 'I did it,' when they peel a banana by themselves. Children progressively develop their self-help skills. The childminder provides suitable equipment, such as a safety knife, so older children can confidently prepare their own snack.
- The childminder playfully gives children instructions as they walk along in the park so they can experiment with the different ways their bodies work. They practise movements, including balancing on one foot and walking on tiptoes, to develop a range of physical skills.
- The childminder uses additional funding to effectively meet children's specific needs. She assesses children's learning and development and works closely with parents to give them ideas on how to complement their children's learning at home. However, she does not consistently signpost parents to external agencies for relevant support so that all children make even faster progress.
- Parents say their children have 'flourished' in the childminder's care. They comment how their children's communication and social skills have improved. They appreciate that they receive regular messages, photos and videos to keep them involved and well informed about their child's day. Parents say the childminder is 'devoted' to their children and 'treats them as her own'.

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:

- introduce more complex vocabulary to help all children make the best possible progress in their communication and language skills
- build on the already strong partnerships with parents to confidently signpost them to relevant agencies to support their children's development further.

Setting details

Unique reference number	EY306574
Local authority	Southend-on-Sea
Inspection number	10335479
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 2005 and lives in Southend-on-Sea. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers 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 their early years provision, including the aims and rationale for their curriculum.
- The inspector accompanied the childminder and children on a walk to a local park.
- The childminder and inspector discussed how the curriculum had been implemented, indoors and outdoors, and the impact that this had on children's learning.
- The inspector spoke to parents and also took account of their written views.
- 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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