

Childminder report

Inspection date: 24 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 feel very comfortable in the childminder's home. They freely explore the available resources and choose to play with toys that interest them. Children understand the routine. This contributes to them feeling secure and developing a sense of belonging. For example, as soon as the childminder tells them it is time for a snack, older children go to wash their hands, fetch their lunchboxes and sit down at the table. They clearly know the importance of keeping the childminder's home tidy. Children tell the inspector, 'I'm tidying up the dominoes because someone might trip over it'.

The childminder plays alongside the children. She suggests different ways they can manipulate the play dough, to help build and develop their fine motor skills. Children express their own thoughts and ideas. They recall when they made a real snowman in the childminder's garden and that the play dough 'snowman' needs a hat. When they play outside, they are excited to see that there is still ice on the ground. They remember that they had previously broken the ice and search for tools to continue the job. Children enthusiastically test and experiment using different objects, such as a bat and a racquet. This helps them make predictions and fosters their problem-solving skills.

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

- The childminder successfully reflects on her practice. She seeks out professional development opportunities to improve her knowledge. For example, she identified gaps in her mathematics curriculum and recently attended relevant training to develop her interactions. The childminder has forged strong links with other childminders in the area. They work together to ensure they keep up to date with any new legislation and to share ideas.
- The childminder has a clear understanding of the purpose of the activities she provides. She recognises the important skills children need to prepare them for the next stage of their education. The childminder focuses on helping children to become increasingly independent and confident communicators.
- Parents share information about what their children already know and can do when they first start attending the childminder's home. She uses this information, and her own observations, to assess children's progress.
- Children learn new words to extend their vocabulary. They hear the childminder use interesting, descriptive words, such as 'slippery', and repeat this when they talk about the properties of the ice.
- The childminder has realistic expectations based on children's ages and individual abilities. For example, older children use a knife capably to cut up a banana. The childminder watches closely when she gives younger children the opportunity to also try to do this by themselves.

- The childminder naturally weaves in mathematical concepts as children play. For example, she encourages children to work out whether a small figure will fit into the hole they made. They compare the sizes of 'snowballs' and the childminder introduces mathematical language such as 'taller' and 'smaller'.
- The childminder nurtures children's love of books and reading. They bring her their favourite books to read. The childminder reads expressively and children excitedly join in with familiar phrases. Younger children snuggle in and ask the childminder to read the story again.
- Children spend time outdoors every day. For example, they walk to groups, go to the nearby woods or play in the garden. Children understand why this helps to keep them healthy and say, 'Let's get some fresh air'.
- The childminder recognises that some children missed out on social experiences as a result of the COVID-19 pandemic. Therefore, she regularly takes children to local childminding groups to ensure they benefit from mixing with others.
- The childminder shares information with schools that children are due to attend, so that teachers are aware of their individual needs. However, links with other settings children attend are not quite as effective to consistently support their learning and development.
- Parents appreciate daily updates and photographs to show them how their children have spent their day. They are pleased that the childminder frequently plans trips outside her home. Parents comment that she has helped their children make progress in their speech and physical development. They feel supported with issues such as potty training. Parents say the provision is inclusive and that the childminder respects and values children's home languages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of safeguarding and the actions to take if she has concerns about a child. The childminder completes regular training to keep her safeguarding knowledge current. She understands what to do in the event of an allegation against herself, a family member or any other adult who works with children. The childminder is aware of the importance of maintaining an accurate record of children's attendances. This enables her to be able to swiftly identify any patterns of absences that may indicate a child is at risk.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend to provide a consistent approach to children's learning and development.

Setting details

Unique reference number	EY311760
Local authority	Essex
Inspection number	10263433
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	7
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2005 and lives in Harlow, Essex. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds a level 3 childcare qualification. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

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 and the inspector discussed how the childminder organises her early years provision, including how she delivers her curriculum.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning.
- The inspector spoke to children and took account of parents' written views.
- The childminder provided the inspector with a sample of documentation to evidence her suitability.

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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