

Childminder report

Inspection date: 25 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by the attentive and caring childminder. They settle quickly and are confident and happy in the childminder's home. New children have settled well and established close bonds with the nurturing childminder. Younger children who need extra support to settle, receive good attention, cuddles, and reassurance throughout the day. They sit comfortably as they enjoy familiar stories. Children happily interact and respond to the childminder's questions. They are praised as they guess the correct animals in the pictures. The childminder is skilful in how she poses questions and speaks with the children. She has a very caring and gentle approach.

Babies learning to walk are provided with appropriate resources and encouragement to support their development. They delight in the praise they receive and are proud of their achievements. Children can independently choose toys as these are easily accessible for them. Children's fascination with cars and vehicles is fully supported. They enjoy the childminder's interaction as they learn how to use the mechanisms of the toy garage. They learn simple positional language and mathematics as they discuss the cars being 'up' and 'down' and count the cars. They learn how traction works and manoeuvre toy cars with skill.

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

- The quality of teaching is good. The childminder is very knowledgeable about how children learn. She successfully encourages and supports children's interests. They demonstrate curiosity and an enthusiasm to learn. The childminder supports child-led play very well. Activities and resources provided offer sufficient challenges across all areas of learning. Children benefit from regular planned outings outside of the home to broaden their experiences. Completion of an initial assessment means the childminder is fully aware of where the children are in their learning when they first attend and can plan and support accordingly.
- Parents express their complete satisfaction and say they feel completely reassured their children are safe. They comment how the childminder goes 'above and beyond' their expectations and feel at ease leaving their children in her care. Parents discuss how the childminder is organised and very supportive of their children's individual needs.
- The childminder invests time to get to know the children and their family. She follows babies' own routines and is intuitive when they need a nappy change, become tired or hungry. Those settling receive excellent reassurance. They are soothed and offered lots of cuddles. Children enjoy mealtimes. They sit comfortably and understand the routine and need to wash hands before eating. The childminder promotes healthy food choices and children thoroughly enjoy

fruits for snack. They are learning about the importance of staying healthy. For example, they have fresh air daily and have opportunities to develop their physical skills when they play outdoors.

- Children's behaviour is good. They are very secure and settled and have formed friendships. Even very young children help one another and are learning to take turns. They understand the childminder's expectations. The childminder teaches them good manners and children have established close bonds with the childminder. While the childminder is aware of the importance of supporting children's emotional development, there are fewer focused opportunities for children to learn about emotions and how to regulate their feelings.
- Children's speech and language skills are developing well. Even young children are confident speakers. The childminder engages the children in meaningful conversations. She is a good role model and introduces new words to broaden their vocabulary.
- The childminder is fully aware of the children's individuality and has a sound knowledge of the children in her care. She respects and meets their unique needs. Children experience a range of outings and activities outside of the home and have access to some resources that reflect positive images of diversity. However, there are fewer opportunities to engage in more focused activities to help children learn about similarities and differences in the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very sound knowledge and understanding of her responsibility to keep children safe. She is very aware of possible signs and behaviours that may suggest a child is at risk. This includes wider aspects of child protection, such as county lines. The childminder has a secure knowledge of the procedures to follow and who to contact should she have concerns regarding a child in her care. The childminder completes training to ensure her knowledge is updated. Children play in a safe, organised and clean environment. They are taught how to stay safe and healthy through well-planned activities and meaningful conversations. They are closely supervised by the childminder.

What does the setting need to do to improve?

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

- increase opportunities to enhance children's awareness about people and communities beyond their own
- include more focused activities within the curriculum to support children's understanding of emotions and develop their vocabulary further, to enable them to express how they feel.

Setting details

Unique reference number	EY318229
Local authority	Essex
Inspection number	10263070
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	9
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 2005 and lives in Witham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder 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 has 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 setting.
- The inspector observed the areas of the home available to children.
- 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 assessed the impact this has on children's learning.
- The inspector spoke to children 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 their 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023