

Childminder report

Inspection date: 30 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled in the fun environment the childminder provides. They leave their parents with ease as they have formed secure warm relationships with the childminder and her assistants. They excitedly play in a dedicated, cosy playroom that offers a wide variety of resources to support their learning. These are easily accessible so that children can make choices and initiate their own play. Children build good language and communication skills. The childminder models language well and gives children time to think, process information and respond. The playroom is decorated with children's artwork and photographs of their outings outside the setting, creating a sense of belonging and celebrating their achievements.

The childminder has a good knowledge of the children in her care. She plans activities around the children's interests and what they need to learn next. The playroom is rich in numbers and language, and children make good progress in their development. A cosy book area is popular, and children sit comfortably while they enjoy their favourite stories. They show sustained concentration at group story time. Children relish music and song activities as they excitedly choose instruments to play and sing along to familiar songs. The childminder promotes simple mathematics at this time and children count and subtract as they sing about the animals in the songs. They access a variety of writing materials for mark making and practise early writing skills. The childminder supports toddlers who are learning to walk well. She gives them lots of praise and encouragement as they take their first steps.

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

- The quality of education is good. Children make continued progress in their learning as the childminder fully understands how children learn. She provides a broad curriculum that covers all seven areas of learning, both indoors and in the outdoor learning environment.
- The childminder knows the children well. She finds ways to promote their learning through their interests. For example, children relish sensory play and thoroughly enjoy the textures of cooked spaghetti. They scoop and fill pots and 'squelch' the spaghetti in their hands. The childminder engages them in conversation and introduces new words to extend their vocabulary. However, some group activities, such as planned cooking activities are not sharply focused on each child's individual needs and, at times, younger children lose interest and concentration.
- Parents speak highly of the 'wonderful' childminder and the service she provides. They comment that the children are offered a broad educational programme of fun activities. Parents are confident that they are leaving their child in safe

hands. They say that communication is good and children are happy.

- The childminder is committed to ongoing training and values her own continuous professional development. She understands her responsibility to ensure her assistants are fully supported to build on what they already know, and positively encourages them to complete ongoing training. She is aware of the effect this has on the quality of service she provides for children.
- The childminder has high expectations for all children in her care. There is a clear focus on supporting their personal, social and emotional development. Children's behaviour is very good. The childminder encourages and supports children to talk about how they feel. She provides them with appropriate resources to support their emotional development. Children are encouraged to use good manners and they are spoken to with respect. They are kind to one another, and older children help their younger friends.
- Children have some opportunities to develop the skills they need to be independent. For example, children put on their own shoes and coats and feed themselves at mealtimes. However, the childminder does not always support children to develop these skills further. For example, she wipes children's noses for them rather than consistently teaching them to do this for themselves. She does not routinely encourage children to 'have a go' at opening packaging at lunchtime as this is done for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge and understanding of their responsibility to protect children from harm. The childminder is clear about the procedures to follow and who to contact should she have concerns regarding a child in her care. The childminder and her assistants update their knowledge through safeguarding training. They have a good knowledge of wider aspects of child protection, such as county lines and domestic violence. They are aware of possible signs and behaviours that may indicate a child is at risk of harm. The childminder's priority is to keep children safe. Children are closely supervised and play in a safe and secure environment.

What does the setting need to do to improve?

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

- adapt group activities to ensure that all children, in particular younger children, fully engage and benefit from the learning opportunities
- encourage children to complete more tasks independently, to help challenge their existing abilities and build on their problem-solving skills.

Setting details

Unique reference number	EY330433
Local authority	Essex
Inspection number	10235003
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	18
Number of children on roll	6
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2006 and lives in Braintree, Essex. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with two assistants who also hold appropriate qualifications. 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 setting 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 childminder showed the inspector the premises and discussed how she ensure they are safe and secure.
- 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 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 working as assistants.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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