

Childminder report

Inspection date: 25 July 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form secure relationships with the childminder and her assistant, who are kind and encouraging. They settle quickly and feel secure in the clear and consistent daily routines. Children are excited to arrive each day and are greeted warmly by the childminder, her assistant and other children. They become confident and independent in choosing resources and activities. The childminder is receptive to children's individual interests, providing opportunities for children to develop their curiosity. Children enjoy creating fish shapes with various art materials, and role-playing with small world toys. They develop active imaginations when playing in the sand or playhouse. Children happily engage with each other, making strong friendships.

Children's behaviour is good. The childminder and her assistant act as effective role models for sharing, turn-taking and respecting others. Children are careful and considerate around others. Older children look out for younger children. They are highly supportive and encouraging. As a result, children become confident and independent from a young age, taking safe risks, and engaging with many activities at the setting.

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

- The childminder ensures that children's independence is actively promoted at the setting. Children are toilet-trained. They find their shoes in a box, take their shoes on and off and wash their own hands. Children are highly praised for their efforts, which encourages them to achieve their goals.
- The childminder has a good understanding of children's development and how they learn differently. She has built an effective rapport with the children and families and she knows the children well. The childminder recognises when children are progressing well or require further assistance. She puts appropriate support in place swiftly so that all children can access all of the activities and resources.
- The childminder has robust systems for observing and assessing children. She plans activities around children's individual interests and developmental needs. The childminder is able to differentiate teaching during activities, to suit all children. This has a positive impact on children's development, as each child has achievable yet challenging targets that allow them to learn new skills and knowledge.
- Children have frequent opportunities to develop their physical skills outside with slides, seesaws and bicycles. This is highly beneficial, especially to older children who need physical challenges. Younger children are encouraged to take appropriate risks outside and develop core strength. This is evident in the confidence and abilities of the children.

- Communication and language development is a high priority. This has a positive impact on the children. The childminder encourages children to develop their vocalisations into sounds, words and phrases, from a young age. The childminder and her assistant are strong role models for using language expressively. They encourage children and praise them when they repeat words and phrases or independently speak themselves.
- The childminder has a loving and affectionate dog at the setting. Children learn how to treat and respect her each day. They play happily while she sits beside them. This enables children to develop care and concern for living things, and a love of animals.
- Parent partnerships are strong. Parents report that they actively chose this provision over other available childcare due to the caring nature and flexibility of the childminder. They are pleased with how well their children settle and the progress that they make in development. Parents recommend the provision highly and appreciate the regular, effective communication and support.
- The childminder provides a variety of healthy meals and snacks. Children are able to try new foods and eat alongside their friends. However, the childminder does not promote conversation or learning opportunities during snack and mealtimes. Therefore, children do not develop a deeper understanding on topics around healthy eating and food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of child protection and their responsibilities to keep children safe. This includes the wider aspects of safeguarding, such as the risk of being drawn into radicalisation. The childminder has a good knowledge of who to call for advice and how to report any concerns. She has robust procedures for reporting accidents or incidents. The childminder ensures children's safety is paramount, making sure that her premises are safe and secure with effective risk assessments in place.

What does the setting need to do to improve?

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

- maximise all learning opportunities, especially during snack and meal times, to develop children's levels of understanding further.

Setting details

Unique reference number	EY331475
Local authority	Southend-on-Sea
Inspection number	10231745
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 12
Total number of places	12
Number of children on roll	28
Date of previous inspection	12 September 2016

Information about this early years setting

The childminder registered in 2006 and lives in Leigh-on-Sea, Essex. She operates term-time from 6:30am to 6pm, Monday to Friday, except for bank holidays and family holidays. During the school holidays, the childminder operates from 8am to 5:30pm, Monday to Friday. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- This was the first routine inspection the setting received since the COVID 19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and the inspector completed a joint observation of an activity.
- The assistant, childminder, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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 2022