

Childminder report

Inspection date: 1 February 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 and settled at the childminder's home. They develop strong attachments to the warm and caring childminder and her assistant. This helps children feel safe and secure. The childminder has high expectations for children's behaviour. She encourages children to share and to take turns. Children frequently receive praise and encouragement from the childminder and her assistant. Children's artwork and photos are on display throughout the childminder's home, which celebrates their achievements. This helps to promote children's self-esteem and confidence.

Children particularly enjoy being outdoors in the childminder's garden. They confidently make choices of what they want to engage with from a large range of resources. They have many opportunities to develop their physical skills. For example, young children enthusiastically pedal the trikes and cars along the path and practise jumping on the trampoline. Children remain engaged at the sandpit as they scoop and sift the sand into a variety of containers.

Children benefit from the wide range of learning experiences that the childminder plans for them. For example, they experience many outings to local amenities, such as the beach, reservoir, zoo and library. They attend local toddler and gymnastic groups. As a result, children develop knowledge about the wider community and socialise in larger groups.

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

- The childminder plans a broad curriculum to help children develop in all areas of learning. She is clear about what she wants children to learn and to be able to do when they leave her setting to start school. Children learn to put their own shoes and coats on, use the bathroom independently and wash their hands.
- The childminder and her assistant are enthusiastic in their approach. They engage effectively with children to support and to extend children's play. For example, as children play in the role play kitchen, the childminder says the 'kettle' might be hot. Children put on an oven glove to carry the 'kettle' and then carefully tip it to pour their 'tea'.
- From a young age, children are encouraged to become independent. At lunchtime, the childminder and her assistant support children to use a knife to spread butter and cut bread to make their own sandwiches. Children develop a sense of responsibility. For example, they are keen to help with small tasks, such as tidying away the toys when they have finished playing with them.
- The childminder follows children's interests and plans activities she knows they enjoy. This helps children to engage with experiences confidently and practise existing skills. However, when the childminder plans adult-led learning activities,

she does not precisely identify how to support and to extend children's individual development needs effectively.

- The childminder supports children's communication and language skills well. She introduces new words and encourages children to repeat them back to her. For example, during an activity about tigers, she introduces the word 'camouflage' and supports children's understanding appropriately.
- The childminder uses opportunities to support and to extend children's mathematical learning during everyday activities. For example, when children cut their bananas at snack time, she encourages them to count the pieces. As children put the colouring pens back into the pot, she tells them the two green ones left are the same and introduces the concept of 'a pair'.
- Children enjoy creative activities. For example, children print using wooden stampers that represent the different animals of the Chinese New Year. They delight in pushing the stampers into the red and yellow paint and then pressing them onto paper to create the animal images.
- Parents are highly complementary about the childminder. They comment that she is warm, friendly and 'always full of energy and ideas'. Parents value the regular communication about their children's learning and enjoy receiving the childminder's monthly newsletter. They praise her continued support and contact during the COVID-19 lockdown period.
- The dedicated childminder is reflective of her practice and takes regular opportunities to enhance her professional development. However, plans to guide and to support the further development of her assistant's knowledge, skills and understanding are not so well developed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their safeguarding responsibilities. They attend regular safeguarding training to help ensure their knowledge remains up to date. They recognise the possible signs that may indicate a child is at possible risk of harm and how to report any concerns. They also have a good knowledge of wider safeguarding issues, such as the 'Prevent' duty guidance, and understand the possible signs that may show a child is at risk of radicalisation.

What does the setting need to do to improve?

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

- enhance the planning of adult-led activities, to precisely identify how to support and to extend children's individual development needs more effectively
- strengthen the plans to provide an effective programme of professional development for assistants, to build on their knowledge, understanding and skills, and to improve the quality of learning experiences for children.

Setting details

Unique reference number	EY334433
Local authority	Essex
Inspection number	10073670
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 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in Feering, Essex. She operates all year round from 7am to 7pm, Monday to Friday, including bank holidays and public holidays. The childminder employs one assistant. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector
Marisa White

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 her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning. They discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation of a group activity.
- The inspector spoke to parents and reviewed parents' testimonials during the inspection and took account of their views.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their 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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