

Childminder report

Inspection date: 24 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming home. They build close attachments with the childminder. She provides a warm and welcoming environment, where children feel safe and secure. The childminder supports children to be kind and compassionate to their friends and family pets. For example, older children offer younger children cuddles. The childminder helps children to develop confidence around animals. Children gently stroke and speak softly to the childminder's dog and tell visitors the names of the family's cats.

Children benefit from a wide range of learning experiences that the childminder plans for them. For example, children visit nature reserves, the beach and soft-play centres. The childminder captures children's adventures in photo books. Children are excited to look through these books and confidently talk to visitors about the activities. This helps them have a sense of belonging in the childminder's home.

The childminder continually talks to children. She encourages them to use their imagination. For example, when older children make a hospital from the doll's house, she asks the children about their patients. Children tell her they have created a ward for 'COVID' patients. Children share their ideas about which characters are the doctors and which are the patients.

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

- Since the last inspection, the childminder has taken effective steps to address the actions raised. She has worked with the local authority to help design a curriculum that meets the needs of all the children. The childminder gathers information from parents when children first start. She uses this information to plan appropriate next steps in children's development. As a result, children are making good progress in their learning.
- The childminder places a focus on supporting children's communication and language. Children engage in conversation with the childminder as they play and learn. However, sometimes, the childminder asks lots of questions in quick succession. This means that children do not have the time to process their thoughts in order to respond.
- Children's mathematical development is supported throughout the activities the childminder provides. She talks to younger children about the shapes they draw on the chalkboard. Children count the number of cups as they fill and empty them with coloured rice. The childminder plans a range of sensory activities to support the development of younger children. She uses these opportunities to introduce younger children to identifying colours.
- The childminder has a planned curriculum to support children's literacy development. Although the childminder has a selection of books, children are

not actively encouraged to access these on their own or with the childminder. This does not help children to develop a love of books to support their literacy development.

- Children enjoy a range of activities that support their interests. For example, older children are keen to tell the childminder about the outfits and activities they have planned for Halloween. To build on this, the childminder provides Halloween-themed activities in her home.
- Children behave well. The childminder sets clear expectations for children's behaviour. As a result, children use good manners and are polite and kind to each other. Children play harmoniously together and share resources with younger children. They are helpful and respond positively to the childminder's instructions to help tidy away resources before moving on to the next activity. Children are provided with lots of praise and encouragement, which boosts their self-esteem.
- Written comments from parents demonstrate that they are extremely happy with the care and learning that their children receive. They feel that the childminder teaches their children to have compassion and show kindness, and supports their good behaviour. Parents discuss the childminder's warm and friendly approach and feel well informed about their children's time at her home.
- The childminder is reflective and identifies areas of her practice that she could improve. She listens to webinars, attends online training and shares ideas with other childminders to help broaden her knowledge and build on her practice. This helps to improve the learning experiences that she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard the children in her care. She attends regular training to help ensure that her knowledge is up to date. The childminder recognises the signs and indicators that may mean a child is at risk of harm or abuse. She knows how to report concerns she may have about a child or if there was an allegation made against herself or a household member. The childminder helps children learn how to keep themselves safe. For example, she reminds the children that they need to wear shoes outside on the wooden decking to prevent splinters.

What does the setting need to do to improve?

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

- develop effective techniques to allow children time to think and respond to questions to support their speaking and thinking skills further
- provide more opportunities for children develop a love of books to further support their developing literacy skills.

Setting details

Unique reference number	EY347685
Local authority	Essex
Inspection number	10270114
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 7
Total number of places	3
Number of children on roll	7
Date of previous inspection	7 December 2022

Information about this early years setting

The childminder registered in 2007 and lives in Basildon, Essex. She operates from Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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