

Childminder report

Inspection date: 30 November 2023

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	Met
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What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe with the childminder. They make independent choices about what they would like to play with. The childminder helps children to use their imagination when they play shops. They take it in turns to be the customer and the shop assistant. Children make a 'beeping' noise as they pretend to scan the food with the toy till. Children describe the things they like to eat. The childminder offers children opportunities to explore their local community and beyond. She brings these real-life experiences into their play. They talk about waiting in the queue for their turn. The childminder plays along with the children, pretending to be in a rush. Children become intrigued as the childminder talks about the 'food bank'. She explains they can take food to help others. She helps children think about people who are not as fortunate as themselves and that it is good to help others.

The childminder gives children lots of opportunities to learn new skills. For example, they use child-friendly knives to cut fruit at snack time. This helps them develop skills for the future. The childminder has high expectations of children's behaviour. She helps children to understand about sharing and taking turns in their play, and their behaviour is very good.

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

- The childminder works with children on a part-time basis in partnership with two co-childminders. She has a clear understanding of what she wants children to learn. She sequences the learning to help children master the skills before moving on to the next stage. She plans next steps to help children gain the knowledge and abilities they need to succeed.
- The childminder uses repetition to enhance children's learning. She ensures they have many opportunities to practise and introduces more challenges as children's ability grows. For example, as children master using large crayons to design their caterpillars, she introduces smaller pencils. This helps to support the progress children make in their learning.
- Mathematical concepts are woven throughout the childminder's practice. She counts during the day, for example, when using money and paying while playing shops. She introduces shape matching while sticking and gluing shapes on paper. These experiences increase children's understanding and knowledge of mathematical language.
- Children have developed good attitudes towards their learning, as they are eager to engage in the activities. Children jump up and down with excitement as the childminder tells them it is music time. They choose their musical instrument ready to play. The childminder helps children to understand and follow simple instructions during action songs.

- Parents speak highly of the childminder and co-childminders. They say that their children are safe and happy in their care, and this helps them to relax as they work. Parents state that the childminder provides them with good information about what activities children take part in and how they are developing.
- Children are secure in their environment and comfortable with the childminder's familiar routines. They are keen to wash and dry their hands and pour their own water. The childminder promotes children's independence skills and recognises children's achievements, offering positive praise. She ensures that care routines are respectful and maintain children's dignity.
- Children gain good physical skills. For example, they regularly play in the garden and practise yoga and stretching. They frequently walk with the childminder to play in the park.
- The childminder supports children's communication and language development well. She talks to children as they play and offers clear explanations to help their understanding. The children and childminder engage in back-and-forth conversations. She introduces new words, for example 'perishable' when talking about food. Occasionally, when children incorrectly pronounce words, she does not always reply using the correct pronunciation.
- The childminder and her co-childminders reflect on the quality of care and education they provide. They have daily discussions about their practice and how the curriculum is working for the children who attend. The childminder is keen to continue with her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. The childminder is confident on the procedures to follow should she have a concern about a child's welfare. She knows how to appropriately respond to an allegation made against herself or one of her co-childminders. Together with her co-childminders, they check the environment each day to ensure children play in a safe space. They ensure sleeping children are regularly checked. The childminder supports children to understand the importance of personal safety. She teaches them how to cross the road safely.

What does the setting need to do to improve?

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

- strengthen skills in modelling vocabulary to further support children's communication and language development.

Setting details

Unique reference number	EY358045
Local authority	Essex
Inspection number	10301024
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2007. She lives in Brentwood, Essex. She holds an early years qualification at level 3. The childminder works with two co-childminders and occasionally an assistant. She operates her service all year around from 8am to 6pm, Tuesday to Thursday, except for bank and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- This was the first routine inspection the childminder 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 provider.
- The childminder and the inspector discussed how the childminder and her co-childminders organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector viewed the premises and areas used for childminding.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The inspector observed children at play and assessed the impact of the curriculum on their learning.
- Parents shared their written views of the setting with the inspector.
- Parents shared their views of the setting with the inspector. Written feedback was also sampled by the inspector.

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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