

Childminder report

Inspection date: 16 March 2020

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

The provision is good

Children are very settled and show that they feel safe. They form a warm and caring relationship with the childminder, who is always on hand to offer reassurance. Children confidently explore their surroundings and feel reassured that the childminder is nearby.

Children benefit from the childminder's high expectations for behaviour. They understand what is expected of them and are very kind and considerate to one another. They respond well to the childminder's gentle reminders to share and take turns. Children are polite and routinely use good manners.

Children confidently access resources, which are carefully planned to capture their interest. Some of the children are very nurturing, especially towards the toy babies. They play at holding them, feeding them and imagine they are taking them for a walk. This demonstrates their strong caring attitudes.

Children are fully engaged in their play and have good imaginations when pretending to be roaring dinosaurs. They confidently make decisions about where they want to be. For example, they learn to independently put on their shoes and happily move between the indoor space and the childminder's garden to suit their needs. Children proactively seek support from the childminder when they need assistance and respond well when she congratulates them for their efforts.

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

- The childminder places great emphasis on supporting children to develop their self-care skills. Children love to demonstrate how they put on their own coats. They are encouraged to be independent and relish doing jobs, such as cleaning the table after lunch.
- Children understand the need to be hygienic. The childminder takes the time to explain to younger children why it is important to wash their hands. This helps them to develop an understanding of the risk of germs. Children enjoy eating healthy snacks and keep themselves well hydrated with regular drinks of water throughout the day.
- The weekly routines are exciting. For example, the childminder plans daily opportunities for children to visit the local community, including outings to the beach, soft-play centre and library. They often attend groups, which helps to extend opportunities for them to develop their cooking and art and crafts skills.
- The childminder makes good use of her strong partnerships with other childminders. She links up with them often and fosters opportunities for children to socialise with a larger group of minded children. This helps to strengthen children's confidence and prepares them well for the next stage in their learning.

- The childminder provides rich experiences that help children to understand their own background and those of people in the wider community. For example, she teaches children about the celebration of Chinese New Year. Children are encouraged to try a range of foods, learn about the tradition of giving money bags with a small gift inside, and look at Chinese calendars. In addition, the childminder shares photographs of Chinese New Year being celebrated in London, which helps to ignite the children's curiosity.
- Children delight in sharing books. The childminder skilfully chooses books that link to children's interests. This helps children to become deeply engaged in stories. Children are encouraged to animatedly retell their experiences, such as when they fed the elephant at the zoo. They regularly visit the library where they choose a book to enjoy with their parents at home. Children's language is developing well. They speak confidently, using a wide range of vocabulary, which is expertly modelled by the childminder.
- The childminder is very effective in her approach to teaching. Children's mathematical skills are attentively developed, including when they are out in the local community. For instance, the childminder asks children to identify the shape of the wheels on a car and to identify the numbers on houses.
- Parents are very complimentary about the care the childminder offers, particularly the wide range of opportunities provided for their children. The childminder evaluates the success of her activities and monitors children's progress well. Although the childminder is reflective in her approach, she does not exploit a wider range of opportunities to enhance her professional development and extend the quality of education to even higher levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her training is maintained. This helps her to continue to understand her role in protecting children from harm. The childminder recognises the signs and symptoms of potential abuse which helps her to keep children safe. She maintains the details of the local safeguarding agencies that she must contact if she needs to report a concern or seek advice.

What does the setting need to do to improve?

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

- explore opportunities to enhance the programme of professional development and extend the quality of education to even higher levels.

Setting details

Unique reference number	EY358760
Local authority	Essex
Inspection number	10127183
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 May 2016

Information about this early years setting

The childminder registered in 2007 and lives in Clacton-on-Sea, Essex. She operates all year round from Monday to Friday, 8.30am to 4.30pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Holt

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- A tour was completed with the childminder to review the quality of children's experiences and the impact on their learning.
- The inspector and childminder completed a joint evaluation of an activity.
- The inspector spoke to children at appropriate times during the inspection. They also took account of the views of parents expressed in written testimonials.
- The inspector looked at relevant documentation, including evidence of the training and 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.

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