

# Childminder report

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Inspection date:

6 December 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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

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

### The provision is good

The childminder invests time in getting to know the children and their families. She has established close bonds with the children. They demonstrate they are settled and comfortable in the home-from-home environment she provides. Children are confident to talk to visitors and share their experiences with them. The childminder is kind and caring and gives children praise throughout the day. Children snuggle up to her as she reads to them. This helps to raise children's self-esteem and develop their sense of security.

The childminder is a good role model. Children understand the high expectations of the childminder and behave well. Children develop good social skills. They play turn-taking games and remind others when it is their turn. The children are polite and helpful. They help tidy up and run to collect the post from the doormat, handing this proudly to the childminder.

The childminder provides children with a broad range of opportunities to build on their experiences of the world. For instance, she takes them on outings to the library or the park to feed the ducks. They sometimes travel on the bus or train as she recognises children find this exciting. Other times, they walk as the childminder understands the benefits that fresh air and physical exercise can have on children's well-being.

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

- The childminder knows the children in her care very well. She knows where they are in their learning and understands what the children need to learn next. The childminder plans activities to support children in achieving the next steps in their learning. This ensures that children make good progress.
- The childminder supports children's language effectively. They express their wants and needs confidently by using words and expressions. Children develop a love of books. The childminder explains the meaning of new words in stories such as 'coachman'. She provides a running commentary to children's play and introduces new language to them. This helps children to develop their communication skills. However, on occasions, the childminder does not use questions that require the children to think more deeply before answering.
- Mathematics is woven into the activities of the day. For example, the childminder uses language such as 'more' and 'less' during play. Children then use these words themselves later in the day, demonstrating that they have remembered and understood this language. The childminder encourages the children to count how many marbles they have got, encouraging them to work out which pile has the most. As a result, children are acquiring early knowledge of mathematics in preparation for later learning.

- The childminder supports children to be independent. She encourages them to make their own choices throughout the day. Children are confident to voice their opinions and decisions. The childminder respects these decisions and lets the children know that their ideas and thoughts are valued. Children demonstrate they can manage their own self-care needs, reminding the childminder 'I can do it myself'.
- The childminder teaches the children about healthy lifestyles. They wash their hands before meals and after using the toilet. They discuss healthy and unhealthy food options and the importance of oral hygiene when playing games. The childminder provides healthy and nutritious home-cooked meals, catering to the needs of all children.
- Partnerships with parents are well established. Parents report that they are supported and their children are happy to come to the setting. There is a continual two-way flow of information about the children. Parents are informed about their children's current level of development and how they can support their children's learning at home. This helps to establish a consistent approach to supporting children's learning.
- The childminder recognises the importance of continuous professional development. She attends regular training and completes research to further her knowledge. She has recently attended training to help her support children with additional needs and disabilities. She strives to continually improve the service she offers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that may indicate that children are at risk of harm or abuse. She is committed to training and has a good knowledge of issues, such as county lines. The childminder has a policy with procedures and contact details in place. She knows who to call should she need advice or to make a referral in the event of a concern about a child in her care. Risk assessments are in place to ensure any hazards are identified and minimised so that her home remains safe for children.

## What does the setting need to do to improve?

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

- strengthen questioning techniques to promote children's thinking skills and extend their learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY365104                                                                          |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10295398                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 21 December 2017                                                                  |

## Information about this early years setting

The childminder registered in 2007 and lives in Epping. The childminding operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

### 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 childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents 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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