

Childminder report

Inspection date: 21 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show they are comfortable and secure in the childminder's care. For example, they approach her for cuddles and reassurance before talking to the inspector. Children enjoy looking at books. They are excited to turn the page to find out what happens next. Children feel different textures and hear interesting, descriptive words, such as 'fluffy' and 'sparkly'. This helps to increase their vocabulary and their understanding of the meaning of words. The childminder asks questions to help children recall their own experiences. For instance, they remember how they celebrated with their families when they listen to a story about Christmas.

Children eagerly help to keep the environment safe and tidy. They enthusiastically showed the inspector where they need to put the toys away. Children take turns to sweep up when they have finished playing. The childminder gives them lots of praise and recognition when they share and are kind to each other.

Children play outside and have fun balancing and rolling hoops in the garden. This helps them be active and discover different ways they can move their bodies. Children use a range of utensils, such as scoops and forks, to explore how they can make various marks in the sand. This supports their creativity and builds on their fine motor skills.

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

- The childminder reflects on her practice effectively. As a result, she purchased new resources and has noticed how children are more engaged in their play. The childminder sends out questionnaires, and considers the responses, to involve children and their parents in the evaluation process.
- The childminder completes all mandatory training, such as paediatric first aid. However, she does not target professional development precisely to enhance the quality of teaching and keep up to date with changes in the early years sector.
- The childminder gathers comprehensive information from parents about what children know and can do when they first start. She uses this information to plan ongoing experiences, to help children make progress. The childminder uses her own observations to assess how she can help children learn more.
- The childminder is clear about the skills she wants children to gain before they move on to the next stage of their education. She prioritises supporting children to be independent and confident. The childminder recognises the possible impact of the COVID-19 pandemic. Therefore, she takes children to nearby facilities, such as the library and the sea-life centre, so they become familiar with the local community and build on their social skills.
- Children learn basic mathematical concepts throughout their daily routines. They

count the number of steps with the childminder as they carefully climb the stairs. Children begin to understand positional language. For example, the childminder talks about 'on top' and 'under' when she hides figures beneath a pile of tissue paper. She plays alongside the children and checks their understanding as they copy what she does.

- The childminder uses the children's favourite stories to introduce and embed different skills. For example, they read a story together about looking for a bear. Children act out the story and 'swish' through the grass and 'squelch' through the mud. Following this, the childminder provides materials to represent each part of the story. Children concentrate while they practise using tweezers and tongs to collect feathers, tissue paper and cotton wool balls.
- Children develop an understanding of diversity. The childminder uses her own family's experiences so children recognise those who may have needs that are unlike their own. She researches the meaning and purpose of festivals and celebrations to give children a deeper appreciation of different lifestyles.
- Parents are well informed. For example, the childminder shares information about what their children have done and eaten each day. She works with parents, on aspects such as brushing teeth, to help reinforce consistent good hygiene practices at home and in the setting.
- Parents praise the childminder. They say she promotes children's development and that she is 'kind and caring'. However, the childminder has not yet established relationships with other settings the children attend to share information regarding their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to keep children safe. She is knowledgeable about different types of abuse and exploitation, including the risk of radicalisation. The childminder undertakes training to keep her safeguarding knowledge up to date. She confidently describes the actions she would take if she is concerned about a child. The childminder is aware of where to refer in the event of an allegation or a concern about the behaviour of another adult who works with children. She recognises the importance of maintaining accurate records to contribute to children's well-being.

What does the setting need to do to improve?

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

- seek further ways to focus professional development opportunities, to enhance teaching skills and knowledge to an even higher level
- strengthen links with other settings the children attend to support continuity in their learning and development.

Setting details

Unique reference number	EY366392
Local authority	Southend-on-Sea
Inspection number	10276513
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	2 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 July 2017

Information about this early years setting

The childminder registered in 2008 and lives in Leigh-on-Sea, Essex. She operates all year round from 7am to 7pm, Monday to Thursday, 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

Fiona Sapler

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 setting.
- The childminder talked to the inspector about their curriculum and what she wants the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and the children, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of parents' written views.
- The childminder shared documentation to evidence her suitability.

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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