

Childminder report

Inspection date: 30 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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

The childminder creates a home-from-home environment, helping children to settle well and develop a sense of belonging. The childminder and her assistant are kind and loving towards the children in their care. Children develop close relationships with them and seek them out for cuddles. This helps children to feel safe and secure. The childminder knows children well and provides resources that support their interests. For example, young children thoroughly enjoy exploring an animal-themed interactive toy. They delight as they put plastic balls into the giraffe's mouth and watch with curiosity as the balls come out and roll down a chute. Children show good imagination, talking and singing to their dolls as they pretend to feed them and rock them to sleep.

The childminder talks to children in an age-appropriate way about the behaviour expectations. Children play together well and are kind and caring towards each other. For example, they gently move the sensory toys closer to babies so they can reach them. Children particularly enjoy playing outside in the garden. They shout with delight and say, 'Look at me!' as they stretch and pull with their legs to push themselves up and down on the swings. Children go on regular outings away from the setting, such as nature walks, helping to support their understanding of the wider environment.

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

- The dedicated childminder has a high expectation for her provision. She regularly engages with training opportunities to improve her knowledge and skills. The childminder works with one full-time assistant, and occasionally with a second one. She provides regular feedback to enable her assistants to develop their practice. The childminder and her assistants hold discussions at the end of each day to share information about the needs of individual children and to reflect on how they can make any improvements to benefit the children.
- The childminder regularly monitors children's progress to help her identify any gaps in their development and to quickly address these. She works closely with parents and other professionals to help children get any additional support they need. This helps children to make good progress.
- The childminder ensures that children's views are captured and valued. She provides children with frequent opportunities to make their own independent choices. For example, children choose the books they want the childminder to read to them and which game or activity they would like for the afternoon physical activity session. This helps to promote children's confidence and self-esteem.
- The childminder and her assistant support children's language and communication development well. They talk to children about what they are

doing during activities and introduce new words, helping to build their vocabulary. The childminder and her assistant speak slowly and clearly, repeating words back if children mispronounce them. Children enjoy listening to stories and the childminder asks older children questions to encourage their recall.

- Children learn good personal hygiene routines. For example, they are familiar with washing their hands before eating. The childminder encourages children to feed themselves from a young age and praises their efforts. She works closely with parents to help ensure that the food provided for children is healthy and nutritious.
- The childminder has developed the information she gathers about children when they first start, helping her to support children's individual needs from the beginning. The childminder uses assessment to identify what children know and can do. However, she does not always use this information in her plans for learning. As a result, activities often focus on topics and children's interests, rather than what it is children may need to learn next in their sequence of development to ensure that they make the best possible progress.
- Parents are full of praise for the service the childminder provides for their children. They say she 'works hard to build good relationships' and 'helps their children grow in confidence'. The childminder shares regular information with parents about their children's care and experiences. However, she does not routinely provide them with information about children's development to help them further support and extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to safeguard children. They have a thorough understanding of the possible signs and behaviours that may indicate a child is at risk of harm. The childminder and her assistant attend regular training to ensure that their knowledge remains up to date. They know the appropriate action to take and who to contact if they have any concerns about a child or the conduct of an adult in the setting. They conduct daily risk assessments to help ensure that the environment 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:

- plan learning to focus more precisely on what each child already knows and needs to learn next, to help them make the best possible progress
- extend the communication with parents, sharing information about children's development to help them support and extend their children's learning at home.

Setting details

Unique reference number	EY367400
Local authority	Essex
Inspection number	10300975
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 3
Total number of places	12
Number of children on roll	13
Date of previous inspection	5 January 2018

Information about this early years setting

The childminder registered in 2008 and lives in Frinton-on-Sea in Essex. She operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with one full-time assistant, and occasionally a second one. The childminder holds a relevant qualification at level 3. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marisa White

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 childminder.
- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector talked with the childminder about how the early years provision is organised, how the curriculum is implemented and the impact on children's learning.
- The inspector observed and reviewed activities, indoors and outside.
- The inspector spoke to parents during the inspection and reviewed parents' written testimonials and took account of their views.
- The inspector looked at relevant documentation, including first-aid certificates for the childminder and her assistant and records of children's attendance.

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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