

Childminder report

Inspection date:

26 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and nurturing environment for all ages of children in her care. The childminder and her assistant get to know children very well. She uses information about them from their parents to adapt her practice for individual children's needs. The childminder regularly assesses children's development. Children make good progress in their learning.

The childminder knows children well and plans a variety of fun activities that are based on their interests and are age-appropriate. The childminder offers children lots of encouragement as they play and supports their emotional well-being in an effective way. Children show they are happy and that they feel safe. The childminder arranges her environment to encourage children to be independent. For instance, children know where to find and choose resources for themselves. They show enjoyment as they play with books and play dough. They are keen to join in with sand and water play in the garden.

Children have formed a positive relationship with the childminder. The childminder listens attentively to what children have to say, showing sincere interest in their home experiences. She responds to them warmly, helping children to feel emotionally secure. For example, the childminder finds out about a recent birthday celebration and listens to the child as they recall the event. The childminder talks to the children about how an action may hurt or make someone feel. For instance, the childminder reminds a child not to throw sand as it may get in someone's eyes and hurt them. She is clear and consistent with her behaviour management.

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

- Children have opportunities to develop their mathematical and physical skills. The children choose to play in the water tray outside. They explore how to suck up and release water using pipettes. The childminder ensures that children have good opportunities to hear and use mathematical language as they play, for example by using number language as children fill the measuring jug.
- The childminder encourages children to learn and say a range of new vocabulary such as 'squeeze', 'tiny' and 'octopus'. She also provides opportunities for children to develop their knowledge and understanding through reading books. For example, children enjoy a book about the body, which provides opportunities for extended discussions around looking after yourself.
- The childminder forms good relationships with children. She frequently talks to them during play, and it is evident that they have a good bond. Children show good engagement and are eager to try new activities.
- The childminder helps children to lead active and healthy lifestyles. She provides healthy and nutritious meals and snacks and frequently plans active play, either

in her garden or out in the local community. This helps to foster children's physical and emotional well-being. Children wash their hands independently ready for snack time. However, on occasion, the childminder does not give children the opportunity to practise their self-help skills, for example putting on their own shoes or blowing their nose.

- Partnerships with parents are generally good. Parents comment that their children enjoy attending the setting and they feel safe. Children are progressing well in the childminder's care. However, parents do not always know how they can further support their children's learning at home.
- The childminder establishes positive partnerships with local schools. She completes transition documents and ensures that children are ready for starting school.
- The childminder attends a range of training that is relevant and supports her own continued professional development. The childminder understands the importance of ensuring her assistant acquires the knowledge and skills to undertake their role.
- Children benefit from plenty of opportunities to practise their physical skills. They are confident and move in a range of ways around the childminder's home and garden. For example, children coordinate their bodies as they ride on balance bicycles. They navigate around the garden, moving both forwards and backwards.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- provide parents with more information about their children's progress and what they can do to extend children's learning at home
- help children to build on their existing self-help skills to further their independence.

Setting details

Unique reference number	EY384703
Local authority	Essex
Inspection number	10355412
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 10
Total number of places	12
Number of children on roll	16
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Southend-on-Sea, Essex. She operates all year round from 7am to 6.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder works with one assistant.

Information about this inspection

Inspector
Lisa Weston

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on their communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024