

Childminder report

Inspection date: 3 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled in the childminder's care. She knows them well and provides a warm and welcoming environment. Children benefit from a range of stimulating resources that excite their imagination and help motivate them to explore, investigate and experiment. The children engage in their chosen play and invite the childminder to join in, confidently communicating their wishes and needs.

Children's behaviour is good. They learn to say please and thank you and happily follow instructions. Children understand expectations and follow boundaries well. They show good levels of independence. Children know their routines and help to tidy up resources when requested. They learn about personal hygiene. For example, they regularly wash their hands, enjoy healthy meals and readily engage in discussions about the importance of eating nutritious food.

Children learn through a balance of child-initiated and adult-led learning experiences. As a result, they make good progress from their starting points. Children play outside daily. This includes regular outings, where they benefit from fresh air and physical play. Children learn how to stay safe when crossing the roads with the childminder.

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

- The childminder has reflected on many aspects of her practice since her previous inspection and demonstrates a commitment to sustain these improvements. For example, she now effectively plans for children's learning, taking account of their abilities and learning styles. This helps them to make good progress in their development.
- The childminder interacts successfully with children and accurately models and repeats words and phrases, so that they hear the correct way to say things. This helps to encourage clear speech and language. She shares stories with children and provides a varied range of inviting and interesting books.
- Children enjoy learning about the different ways they can make patterns with paint as they roll marbles, blow paint through a straw and dab paint onto paper using the heads of broccoli. However, at times, the childminder over directs their learning. This means that children are not consistently given enough freedom to follow their own ideas and develop their creativity further.
- Children have fun using their imagination in the role-play kitchen. They play and recreate familiar experiences, such as pretending to cook food in the oven and stirring ingredients together in a bowl. In addition, children enjoy using their imagination, when they use the train track to take trains on imaginary journeys.
- The childminder gathers detailed information about children's routines, likes and

dislikes before they start. Parents are positive about the attention and experiences the childminder provides and say their children are very happy in her care. However, the childminder does not consistently consider ways to work in partnership with other early years settings. This does not help to fully promote continuity in children's care and learning or support their transitions between settings.

- The childminder maintains all required documentation for registration, including children's attendance and accident records. She completes risk assessments for her home and any outings she takes children on. This helps to ensure that children remain safe.
- The childminder promotes children's understanding of diversity well. For example, she supports children's knowledge of other families' faiths, lifestyles and cultures that are outside of their own experiences. Children enjoy daily outings to the park and visits to local places of interest to help them learn about the community they live in.
- The childminder has a good understanding of what children need to learn before they go to school. She builds on their knowledge of number through counting, addition and subtraction. Children are supported to make marks using different tools and recognise their name.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to protect children. She completes training events to keep up to date with safeguarding issues, such as radicalisation and county lines. There is a safeguarding policy in place which the childminder shares with parents. The childminder knows the local safeguarding partnership procedures to follow should she have a safeguarding concern. She knows what to do if she has concerns about a child's welfare or if an allegation is made against herself or family member living in the household.

What does the setting need to do to improve?

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

- allow children more time to engage and be involved during messy play activities
- develop partnership working with other providers, to enhance children's transitions between settings and promote greater continuity in their care and learning.

Setting details

Unique reference number	EY389339
Local authority	Southend-on-Sea
Inspection number	10113253
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	3 to 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder registered in 2009. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside and in the home of her co-childminder.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector the areas of her home that children access, and they discussed how the childminder plans and provides activities for children.
- The childminder and the inspector spoke about the communication that the childminder has with parents.
- The inspector obtained parents' views through written feedback.
- The inspector looked at evidence of the childminder's suitability. She discussed how the childminder reviews her practice and viewed a range of other documentation.
- Children spoke to the inspector about things they do at the childminder's home.
- The childminder and the inspector completed a joint observation together.

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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