

Childminder report

Inspection date: 20 May 2024

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

The childminder offers children an exciting and appealing environment. Children are enthralled to see the colourful array of toys and resources available to them. They have freedom to explore, both indoors and outdoors. The childminder has a warm and caring nature and she fully understands children's need to build secure bonds that help them to feel safe. Babies and children settle quickly into the childminder's care and they are happy and content. They make friends with their peers and their behaviour is good.

The childminder understands how children learn. She designs her curriculum to reflect children's particular interests. When children show a fascination for dinosaurs, she provides dinosaur toys, resources and books to help them to engage and focus on their learning. Very young children are proud to show their knowledge of colours to the inspector. They are confident and sociable. They learn new vocabulary as the childminder talks to them all the time about their play and extends their learning.

Young children have plenty of space to run about and they enjoy the physical challenges of using small slides and ride-on toys. The childminder provides smaller resources suitable for their age, such as threading beads, to develop children's concentration and fine motor skills.

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

- The childminder is aware that young children need to develop their communication and language skills. She ensures that she makes good eye contact with them when speaking and encourages them to listen to her instructions. She sits with them to read the books they have chosen and talks to them in detail about the pictures and what is happening in the story.
- Children learn about the world as the childminder makes links to real-life events and introduces them into their play. For example, they talk about holidays as they play with toy aeroplanes, they visit an airfield and learn words such as 'Concorde'. They take a trip to a hospital, dress up as doctors and learn the word 'stethoscope'. A trip to the dentist helps children to learn how brushing keeps their teeth healthy. These impromptu outings help children to understand the wider world outside of their environment.
- Babies and children who are new to the setting settle very quickly. The childminder speaks to them in soothing tones to reassure them. She knows what babies need to learn and provides opportunities for them to strengthen their legs ready for walking. She teaches them to feed themselves, giving them spoons to hold while eating. The childminder promotes children's independence from a young age and older children help her to tidy away the toys.

- The childminder understands the importance of working in partnership with parents. She discusses their children's development and shares daily diaries with the parents of babies who cannot yet speak. The childminder provides a detailed report for parents of two-year-old children and discusses their progress. Close relationships with parents help the childminder to understand children's changing interests and determine the next steps in their learning.
- Children make good progress in their learning, including those who speak English as an additional language and those with special educational needs and/or disabilities. The childminder invites parents into her setting to teach children about their own cultures and customs. Parents are delighted with the care and education their children receive. They speak about the childminder's understanding and caring nature and how much they trust and value her. Parents bring their children's siblings to the setting and recommend the childminder to their friends.
- The childminder walks to local schools with young children, where they learn about what happens in a school. They learn about the colours of uniforms and how children line up to go inside. The childminder talks to the children about the colours of cars and buses on their journey and points out different things they see. The childminder teaches children about colours and shapes as they play in the setting. However, she does not always remember to teach children about numbers and counting to enhance their mathematical development fully.
- The childminder is conscientious with her record keeping and her required documentation is up to date. She ensures that her knowledge of the early years foundation stage is continually updated and she advances her own professional skills with regular training. She evaluates the effectiveness of her practice and seeks the views of parents regularly.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about numbers and counting.

Setting details

Unique reference number	EY399153
Local authority	Essex
Inspection number	10344366
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	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Loughton, Essex. She operates all year round from 7.30am until to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jenny Forbes

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 her evaluation of the setting.
- The childminder discussed her intentions for children's learning and how she implements her early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke to parents, read their testimonials and took account of their views.
- The inspector viewed relevant documentation including the childminder's paediatric first-aid certificate, qualifications and training records and suitability documentation.

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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