

Childminder report

Inspection date: 5 November 2019

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 are happy and confident learners. The childminder creates a welcoming learning environment where children independently choose from a variety of interesting resources. For example, children seek and find animal figures to match those they see in storybooks. The childminder playfully joins in children's explorations. She helps them to solve problems as they discuss the animals they find. Children become very confident communicators as they enjoy sharing the new words they learn.

The childminder gives children plenty of individual attention to help them settle quickly, feel safe and thrive in her care. Children display strong emotional attachments to the childminder and show their obvious affection for her. They become deeply engaged in activities, showing high levels of concentration and pride in their achievements. The childminder offers plenty of praise and skilfully motivates and challenges children as they play. Children are polite, well behaved and listen attentively.

The childminder has high expectations for all children. She follows children's individual interests and provides them with new experiences so they develop across all areas of learning. Children also benefit from daily outings into the wider community. For example, they enjoy visits to the local library, parks, museums and community groups.

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

- Children benefit from a wide range of learning experiences. The playroom is well equipped with play materials for all ages. The toys and resources help children to become familiar with differences between themselves and others, including different cultures beyond their own community.
- Children delight in sharing books with the childminder. She uses her voice to create excitement and entice children to join in. Children listen carefully and understand the story. The childminder asks questions and repeats parts of the story to reinforce their learning. She clearly repeats the new words they say so they hear the correct pronunciation.
- Children are curious about the natural world. For example, they carefully examine the leaves they collect in the garden. They count how many they have collected and investigate the different colours, shapes and sizes. Children have fun painting and sticking their leaves onto paper plates. They learn a new word when the childminder explains that their work is a 'masterpiece'.
- The childminder has a good knowledge of each child and identifies what they need to learn next. Children are developing their independence skills as they learn to manage their self-care. They put their shoes on by themselves before

going outside and make decisions about what to eat at snack time. Children make healthy choices and can explain the reasons for this. For example, children say that carrots are healthy as they do not contain sugar.

- The childminder is a good role model for the children. She promotes respectful behaviour and good relationships. The childminder works closely with other childminders and runs a toddler group. Children are taken on these regular outings to further support their social interactions with others.
- The childminder is experienced and well qualified. She is keen to attend more training courses. However, she has not yet implemented plans to enhance her own already good practice even further. Nevertheless, all the mandatory training has been completed. The childminder and both her assistants hold first-aid qualifications, so can all deal with medical emergencies.
- The childminder builds friendly and helpful partnerships with parents. She ensures that parents are involved in their children's learning. Parents are kept well informed about their children's day and what they are learning. For example, the childminder shares photographs and reports about their children's engagement in activities.
- Parents praise the kindness the childminder shows each child and the way she supports their development. They also say she supports them when they are experiencing difficulties in their lives. However, the childminder has not fully developed ways to gather feedback from all parents to help her to evaluate the overall effectiveness of the setting and drive forward improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her role in protecting children from harm. She has a clear understanding of the signs and symptoms of abuse or neglect. She has the correct procedures in place to follow if she is concerned about a child. The childminder regularly updates her safeguarding training and cascades information to her assistants. She regularly checks her home and garden and takes appropriate action to remove any risks to children. For example, she makes sure that any hazards in the garden shed remain inaccessible to children. The childminder supervises children well as they play in order to maintain their safety.

What does the setting need to do to improve?

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

- develop ways to more consistently gather the views of parents to inform and enhance the self-evaluation process
- establish a more-focused programme of professional development to help improve the overall quality of practice to the highest level.

Setting details

Unique reference number	EY401052
Local authority	Essex
Inspection number	10062995
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	12 August 2015

Information about this early years setting

The childminder registered in 2009 and lives in Braintree, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder works with assistants. She holds an appropriate qualification at level 4. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Pat Champion

Inspection activities

- The inspector and the childminder looked around the ground floor of the premises and held a discussion to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed a focused activity and held discussions with the childminder about children's progress and achievements.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of three parents from their written testimonials.

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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