

Childminder report

Inspection date: 7 October 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

The experienced childminder and her assistant create a warm and nurturing environment. Children demonstrate that they feel safe and secure and are confident to make choices about their play. The children have formed strong emotional attachments to the childminder and her assistant. They spontaneously cuddle up to them during play or when they are reading a story.

Children benefit from the effective settling-in arrangements that the childminder has put in place. She collects information from parents and encourages them to bring their children for settling-in visits, before they start. This helps to support children's self-esteem and they settle well. Parents praise the childminder and comment that children feel 'safe and loved' and have made 'emotional and academic progress' in her care.

The childminder knows the children well and plans a range of activities that reflect their interests and individual needs. Throughout the week, children enjoy visits to local community groups where they meet with other childminders and their children. This provides children with opportunities to socialise in larger groups and helps to develop their confidence and social skills. The childminder plans weekly outings to local places of interest to broaden children's understanding of the world and knowledge of the wider community.

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

- The childminder and her assistant are excellent role models. They consistently show children respect and patience. Children are encouraged to use good manners and be polite to each other at all times. Behaviour is good. Children of all ages play well together. They are kind, caring and affectionate to each other.
- The childminder obtains information from parents about children's abilities and interests before they start. She continues to monitor progress and completes accurate assessments of their learning. The childminder uses this information effectively to identify what individual children need to learn next. She plans activities to close any gaps in learning. Children make good progress.
- The childminder is committed to supporting children and their families. She works closely with parents to ensure they are kept well informed about their children's ongoing learning. She shares information about how they can support children's learning at home. Parents of younger children receive daily written feedback. Open communication helps to strengthen links with each family. Parents praise the childminder for making 'the whole family feel welcome'.
- Children develop good communication and language skills. The childminder and her assistant talk to them and listen to their responses. The childminder adapts language to support children's understanding. For example, she uses the correct

words when repeating what children say. She reads stories and encourages children to repeat familiar phrases, helping them to learn new vocabulary. Children sing songs and listen to music.

- Children enjoy the range of learning opportunities available. The childminder plans activities that are based on children's interests and include seasonal themes. For example, children recently saw a hedgehog during a walk. The childminder encourages them to re-create the hedgehog by making a collage using different coloured leaves. However, on occasion, the childminder does not recognise when to adapt activities to help maximise learning opportunities for all children.
- The childminder and her assistant work well together. They frequently discuss the needs of individual children and identify specific strategies to support them. This ensures they take a consistent approach to planning children's next steps for learning. The qualified childminder role models good practice. She uses her expertise and knowledge to mentor her assistant. However, while mandatory training such as first aid and safeguarding is completed, the childminder has not identified targeted professional development to continue improving the quality of teaching to the highest level.
- The childminder builds positive relationships with staff at local schools, to help provide continuity in children's learning. She works hard to ensure children are well prepared for moving on to school. For example, she supports children with their early writing skills and encourages independence in their self-care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular child protection training. They are able to identify the signs and symptoms of abuse. In addition, they know what to do if they have a concern about a child in their care. They understand how to make a referral to other relevant agencies, as required. Children are kept safe at the setting because the childminder and her assistant are vigilant and supervise them well. The childminder ensures that her premises are kept secure at all times. This helps to prevent children leaving unsupervised or unauthorised adults gaining entry.

What does the setting need to do to improve?

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

- adapt planned activities to provide further learning opportunities so that children of different ages and abilities are consistently challenged in their learning
- target professional development opportunities to extend knowledge and teaching skills to the highest level.

Setting details

Unique reference number	EY401849
Local authority	Essex
Inspection number	10127454
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	13 August 2015

Information about this early years setting

The childminder registered in 2009 and lives in Tiptree, Essex. She operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Marisa White

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The inspector observed the childminder and her assistant interacting and communicating with the children. A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

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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E: enquiries@ofsted.gov.uk
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