

Childminder report

Inspection date: 22 April 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle very well in this home-from-home environment. They show they feel safe, calm and at ease in the company of the childminder, her assistant and other children. Children seek the childminder and her assistant out for cuddles. They eagerly choose books to be read to them. Children shriek with excitement as they join in reading a storybook with the childminder's assistant. Children build strong relationships with each other. Older children caringly share toys with younger children.

Children develop an understanding of the world around them. They excitedly test out their ideas at the water tray. Children estimate where the water will end up when they pour it down a tube. Children develop their big and small- and large-muscle skills. They use water and paintbrushes to draw large shapes on the fence. They are also starting to form letters that are familiar to them.

Children acquire good speech and language skills. They enjoy chatting to each other and tell the childminder about their upcoming holidays. Babies pick up photos of animals and confidently mimic animal noises. They copy words the childminder repeats to them, such as 'help'. Toddlers spontaneously sing nursery rhymes and the alphabet, with big smiles on their faces. Babies develop their physical skills. The childminder and her assistant encourage and praise children, as they pull themselves to standing and cruise around the room.

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

- The childminder provides a very warm, welcoming environment where children feel loved and safe. They beam with excitement when they see her and her assistant. The childminder talks very fondly about all the children. She is invested in doing all she can to help children to achieve the best outcomes. The childminder has a good understanding of how children learn. She gets to know them very well through regular and thorough assessments of what they know and can do. All children make good progress in all areas of learning.
- The childminder fosters close and successful relationships with parents. She includes them in their children's learning and development. The childminder completes assessments in partnership with parents. She values them as their children's first educator and understands the positive impact this relationship has on children's progress.
- Children's physical health is an important part of the childminder's practice. She says that physical exercise and fresh air have been a focus as children have had limited access to these during the COVID-19 pandemic. They take daily trips in the fresh air. Children attend toddler groups where they take part in physical activities. They also enjoy long walks from the childminder's home to the

seafront and back.

- The childminder has formed successful partnerships with other childminders. She meets with them regularly to share good practice ideas, to help enhance her own practice and share her knowledge with others.
- Children are helped to develop their problem-solving, thinking and perseverance skills. For example, the childminder models to babies how to pour the water into the water wheel. She then encourages them to have a go. The childminder gently challenges them to keep trying until they achieve the goal. The childminder praises the children for their achievements. She then plans how she can adapt the activity so that they continue to be challenged in their learning and that their interests are incorporated throughout.
- The childminder understands the importance of ensuring that all children develop a good level of communication and language skills. She completes specially designed assessments of children's speech so that she can provide tailored support. The childminder and her assistant regularly add new words into children's vocabulary, such as 'cutlery' and 'freezing'. Consequently, gaps in children's speech close swiftly.
- The childminder is experienced and completes regular training to keep her skills up to date. She has completed induction training with her assistant, who is also her apprentice. This includes mandatory training, such as paediatric first aid and safeguarding. However, the ongoing training programmes in place for assistants are not robust enough to elevate practice to the highest level.
- The childminder helps the children to develop social skills, such as sharing and taking turns. She manages their behaviour well and children know what is expected of them. However, when children become frustrated, she does not consistently help them to understand the emotions they are feeling so that they can express themselves in a more positive way.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can identify the possible indicators of abuse and/or neglect and understand the action to take if they have concerns. The childminder understands the action to take if any allegations are raised about her practice. She completes mandatory training and ensures that her assistant does the same. The childminder and her assistant are aware of wider safeguarding issues, such as grooming and extremism, and know the action to take if they have concerns. The childminder completes regular risk assessments of her premises and outings to keep children safe.

What does the setting need to do to improve?

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

- focus more precisely on the ongoing support and professional development of assistants to help raise their practice to a higher level
- offer children more support to explore and understand the different emotions they experience.

Setting details

Unique reference number	EY407751
Local authority	Southend-on-Sea
Inspection number	10237935
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 2010 and lives in Southend-on-Sea. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Daniella Adams

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 their evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector took account of the written views of parents.
- The childminder's assistant and children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, her assistant and other household members.

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

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