

Childminder report

Inspection date: 25 August 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 settle well in the childminder's home-from-home environment. They develop good attachments to the childminder and her assistant. Children develop high levels of self-esteem. The childminder praises them for their achievements and promotes their confidence during activities.

Children who speak English as an additional language are helped to learn English and use their home language in their play. They have good understanding and communication skills. Older children show kindness and respect to younger children. They enjoy giving them cuddles. Older children share their toys with younger children and help them to complete tasks that they are struggling with. Young children develop good large- and small-muscle skills. They pick up small board game pieces and place them in their slots. Children enjoy learning how to balance on the soft-play equipment.

Children develop resilience and a can-do attitude as they are encouraged to have a go and practise the skills they have learned. For example, children persevere until they manage to blow a bubble with bubble mixture. They show that they are very proud of their achievements.

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

- The childminder is committed to improving the quality of care and education she provides. She has made several improvements since the last inspection, including how she monitors her assistants' practice. The childminder has implemented a training plan for them and observes their practice regularly. Consequently, assistants have a good knowledge of how children learn.
- The childminder and her assistants are positive role models to the children. They show care and kindness towards each other and use good manners. Children actively copy this and develop good social and communication skills.
- Children learn to understand the world around them. They enjoy caring for the childminder's pet tortoise. Children feed him leaves and talk about how slow he walks. They learn how to use technology and learn new skills quickly. The childminder demonstrates how to use equipment such as the bubble machine. Children delight in being able to turn it on and off for themselves.
- The childminder and her assistant support children to be independent when using equipment such as climbing frames and when dressing themselves. However, children have fewer opportunities to make choices in their play and decide what they want to play with so that they can lead their own learning.
- The childminder and her assistant get to know children and what they are capable of through regular observations. They use this information to create engaging activities that ignite children's imagination and curiosity.

- The childminder and her assistants support children's early language development well. They speak clearly, repeat words and babbles, narrate children's play and introduce new words into their vocabulary, such as 'mesmerising'. Children who speak English as an additional language are also well supported. For example, the childminder has taught them sign language to help to reduce their frustration when communicating.
- Partnerships with parents are strong. The childminder speaks with them daily about their child's development and how they can support learning at home. Parents speak highly of the childminder and her assistants and say that they would recommend her to other parents. During the COVID-19 (coronavirus) pandemic, the childminder has kept in regular contact with parents. She ensures that they receive the support they need.
- The childminder and her assistant promote children's early mathematical skills well. They use numbers during everyday activities. For example, the childminder helps children to count 'one shoe, two shoes' when they put their shoes on.
- Children's cultures, backgrounds and ways of life are celebrated. The childminder and her assistants support children to respect each other's similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of high importance to the childminder and her assistant. The childminder and her assistant have a good knowledge of how to keep children safe. They understand the action to take if they have any concerns about children's welfare. The childminder's assistant is also confident in the procedure she needs to follow if she has any concerns about the childminder's practice. The childminder follows safe procedures when recruiting her assistants. She completes all the appropriate checks, requests references and promptly provides the necessary information to Ofsted. This ensures that only suitable people work with the children.

What does the setting need to do to improve?

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

- build on the opportunities that are available for young children to lead their own learning and make choices in their play.

Setting details

Unique reference number	EY412743
Local authority	Southend-on-Sea
Inspection number	10146375
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	1 to 10
Total number of places	12
Number of children on roll	7
Date of previous inspection	11 February 2020

Information about this early years setting

The childminder registered in 2010 and lives in Westcliff-on-Sea, Essex. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. At times, she works with two assistants. 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 inspector and the childminder had a learning walk together. The inspector observed activities in the indoor learning environment where children play and viewed all areas of the home used for childminding.
- The inspector observed a focused activity and evaluated the quality of teaching with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's qualifications, her suitability and the suitability of other household members.
- The inspector spoke to a number of parents and took account of their views.

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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