

Childminder report

Inspection date: 19 January 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 ensures she knows the children and their family well before they attend. She provides children with a welcoming home-from-home environment in which to play. Children are very happy, settle quickly and thoroughly enjoy their time with this calm and attentive childminder. The childminder places a strong emphasis on supporting children's emotional well-being and speech and language development. She plans a varied curriculum around children's interests and what they need to learn next. She builds on what they already know and can do to ensure they make good progress. Children can initiate their own play as quality resources are easily accessible for self-selection. The childminder introduces aspects of the forest school approach, when planning activities and experiences for the children. For example, children enjoy treasure hunts in the woods. They collect natural materials and use these in their artwork.

The childminder has established close bonds with the children. Even very young children demonstrate they feel safe and secure in her care. She speaks to children with respect, and they understand her high expectations. Their behaviour is good. Children engage the childminder in their games. They listen with intent and follow instructions as they choose pom-poms and match them in colour groups. They talk about how many they have and the colours, and are skilful using tweezers to place them in coordinating coloured bowls. Children are confident speakers. The childminder provides children with running commentaries as they play and is skilful in giving children time to respond.

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

- The quality of teaching is good. Children make good progress in their learning and development from their starting points. They are provided with a broad curriculum, both indoors and through outings outside of the home. The childminder plans a fun but ambitious range of activities to support children's development.
- Children's communication skills are supported well. Children are inquisitive, and confident speakers. They ask questions and engage the childminder, and visitors to the home, in conversation. The childminder models language well. She positively encourages children to develop their vocabulary by introducing new words and is aware of the importance of allowing time for children to process information and respond.
- The childminder is aware of the importance of continuous professional development. She is committed to improving her knowledge and, when possible, strengthens her understanding through training opportunities. The childminder evaluates and considers the service she provides and welcomes and implements new ideas that will improve outcomes for children.

- Children benefit from many exciting and inspiring outings outside of the home. They learn there is a wider community other than their own. For example, they have fun jumping in puddles and participating in nature trails and treasure hunts. They regularly visit country parks and learn about nature and the world around them.
- Children learn how to stay safe and healthy. The childminder provides them with well-balanced and nutritious snacks. Even young children are keen to have a go and prepare their own snack. They are fully supported to cut cheese for their crackers and learn how to use knives safely. Children enjoy fresh air and exercise on their trips outdoors. The childminder teaches them road safety, how to safely behave around dogs outdoors and how to stay safe on organised scavenger hunts. For example, discussion takes place about mushrooms and fruits that are safe to pick.
- Written and verbal comments from parents demonstrate their complete satisfaction of every aspect of care provided. They say their children 'thrive' in the childminder's care. Many comment on the childminder's 'calm intervention and superb interaction' with their children and feel reassured leaving their children in her care. They comment on how their children's confidence and independence has progressed since attending.
- Children's behaviour is good. They have formed trusting relationships with the childminder and her family. They have made friends with others attending and play well together. They understand the childminder's high expectations and are respectful to one another. The childminder encourages good manners. While the childminder is aware of the importance of supporting children's emotional development, there are fewer, focused opportunities for children to learn about how to regulate their feelings and learn the vocabulary they need to express themselves.

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:

- include more focused activities within the curriculum to support children's understanding of emotions and develop further their vocabulary to enable them to express how they feel.

Setting details

Unique reference number	EY413562
Local authority	Essex
Inspection number	10316811
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in Basildon, Essex. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the areas of the home available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by speaking with them and reading written testimonials.
- The childminder showed the inspector some relevant 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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