

Childminder report

Inspection date: 10 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 are settled and content in the childminder's care. They are very familiar with the areas of the childminder's home used for childcare purposes and move freely between the playroom and the garden. Children select resources of their choice from the shelves, baskets and storage cupboards. They caringly tend to the needs of the dolls, dressing them and making them comfortable in the toy cot. Children speak to each other kindly and show respect for each other's feelings.

Children behave well. They understand the childminder's routines and house rules. They use good manners when asking questions and help to tidy away the toys when they have finished playing with them. Children make good progress from their starting points. They are well supported by the childminder, who plans effectively for their next stages of learning, taking into account their interests and prior knowledge. Children are confident to demonstrate their beautiful dancing to the childminder, who takes a lesson from them on how to spin and dance.

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

- The childminder has worked hard since the last inspection to improve her understanding of how children learn. She has completed a number of online training courses and watched webinars, which focus on planning and developing the curriculum. While the childminder has improved her understanding of how children learn, she has yet to fully embed this knowledge to enable her to deliver learning experiences to a higher level. The childminder works alongside a co-childminder. They care for their own individual key children and make good use of opportunities to share knowledge and ideas for activities.
- Partnerships with parents are good. Parents spoken to comment on how happy their children are to attend. They state that those who are moving on to school are very ready and have been well prepared by the childminder. Parents comment that they like the fact that the childminder offers a home-from-home experience and is more like a 'grandma' to the children than a childminder.
- During the COVID-19 (coronavirus) pandemic, the childminder kept in regular contact with any children who were unable to attend her care. She wrote them letters and recorded voice messages for them. On return to normal working, the childminder has focused her attention on helping children to feel safe and settled again.
- The childminder helps children to manage their feelings and emotions. She has a good selection of books on these subjects, and uses puppets and dolls to enable children to act out their feelings.
- Children enjoy playing and learning in the childminder's garden. They hunt for bugs using a selection of magnifying glasses and containers to observe the bugs in. They swing on the tyre swing and use other tyres for balancing, construction

and rolling. This helps to develop their physical skills.

- Children's understanding of the wider world is well supported. The childminder takes children on walks and trips in the local community and uses these opportunities to extend their learning. For example, children use sticks to make marks in the ground or sand to practise their early writing skills when they visit the beach or woods. They count cars and take notice of street names and text in the environment while walking down the road.
- Children experience a good range of real learning opportunities during their time with the childminder. However, sometimes, the childminder relies too heavily on pre-printed worksheets to support children's learning within her home.
- Children's literacy skills are effectively promoted. Children enjoy listening to stories and use resources, such as puppets, related to specific books from the childminder's story sacks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her responsibilities with regards to safeguarding children. She has a clear understanding of the main types of abuse and recognises the signs that would alert her to a child being harmed or mistreated, including wider issues, such as radicalisation and county lines. The childminder regularly updates her safeguarding knowledge, for example through online training courses. She keeps abreast of new guidance, for example by working closely with other childminders and taking account of new research and ideas.

What does the setting need to do to improve?

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

- build on existing knowledge to develop a greater understanding of how children learn.

Setting details

Unique reference number	EY417102
Local authority	Essex
Inspection number	10133244
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	28 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Clacton-on-Sea, Essex. She operates Monday to Friday from 6am to 9pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector all areas of their premises used for childminding purposes and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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