

Childminder report

Inspection date: 23 February 2023

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

Children enjoy being in each other's company. They share resources and take turns without prompts from the childminder. They look at stories together, commenting on the pictures and saying, 'They are funny animals.' Children work together to place blocks in order to make steps. They roll marbles down the steps to see if they have put them in the correct order and show great excitement when they are successful. Children enjoy reading a story with the childminder. They comment on where food comes from and what is healthy. Children comment that healthy food gives us 'energy' and 'helps us run fast'.

Children have good independence and fine motor skills. Through the wide range of resources provided, children are able to practise life skills. Children independently use tweezers to move objects from one ramekin to another. They use syringes and basters to transfer water and show delight when they are successful. 'I done it!' they excitedly say. Children select their resources and tidy them away independently, showing care for their environment.

The childminder introduces children to new experiences outside her home. They visit the local harbour, where they observe boats, and farms, where they learn about rare breeds of animals. Children tell the inspector they enjoy going to 'the beach and the farm' with the childminder. They attend toddler groups, where they can participate in a range of activities and develop their social skills. Children participate in an art exhibition where they create a piece of artwork for the local community display.

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

- The childminder has a strong knowledge of how to sequence children's learning. For example, she teaches children to pour by using large, dry pasta shapes in a jug. Once successful, they move onto smaller dry objects before learning how to pour water. Children leave her setting able to pour drinks and be independent, which helps them to be ready for primary school.
- Children have good communication and mathematical skills. The childminder introduces new vocabulary for children. For example, when children are exploring 3D shapes, she introduces them to 'ovoid' and 'sphere' and children repeat the words. Children learn how many corners are on 2D shapes and count these together. They are inquisitive, and the childminder answers their questions to extend their knowledge further. However, the childminder does not always challenge less-confident children's learning during activities.
- The childminder uses Makaton sign language to communicate with children with speech delay or additional needs. She has attended a speech and language course to develop her skills further. This has had a positive impact on her

practice, as she now allows time for children to think and respond, developing their communication skills.

- The childminder works closely with the local community and other agencies. She works with other childminders and has set up a childminders' drop-in group to allow children to participate in a range of activities, while the childminders can share ideas and support one another. This has had a positive impact on children's social skills and confidence and has helped the childminder with accessing support and guidance.
- Children learn about different cultures and explore this through activities. They learn about the food people eat in Australia, the childminder's home country. They enjoy making damper bread to go with their stew for lunch. Children enjoy measuring the ingredients and mixing it together with their hands.
- The childminder has created good relationships with children's families. She gets to know their individual needs. She works closely with other agencies to ensure that she provides support for families when they are in need. She communicates with health visitors and local charities to help children and their families to access services, such as play therapy sessions. The childminder also shares learning resources and activity ideas for children to do at home with their parents, such as matching pictures together or writing letters in the sand. This creates continuity of learning between the setting and home.
- Parents comment that the childminder has created fantastic bonds and interacts well with children in her care. They are impressed with the range of activities children are introduced to outside the setting, particularly travelling on different modes of transport. Parents comment that she provides home-cooked, healthy and nutritious food. Parents say children have progressed in confidence and have developed their social and communication skills since starting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children safe. She reviews the activities and resources on offer regularly to ensure that they are safe and age-appropriate. The childminder knows the signs and symptoms of abuse and how to report any concerns she may have. She is aware of the reporting procedures if there were to be any concerns raised against her or a household member. The childminder is aware of wider safeguarding concerns including child trafficking, grooming and domestic abuse.

What does the setting need to do to improve?

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

- engage with quieter children consistently to enable them to get the most out of learning experiences.

Setting details

Unique reference number	EY420625
Local authority	Essex
Inspection number	10276168
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	0 to 4
Total number of places	4
Number of children on roll	9
Date of previous inspection	4 July 2017

Information about this early years setting

The childminder registered in 2011 and lives in Harwich, Essex. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a Montessori qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stef Montgomery

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 and inspector completed a learning walk together to discuss the areas of learning, the curriculum and what the childminder wants children to learn.
- The inspector observed a planned activity and evaluated this together with the childminder.
- The inspector spoke to children about what they enjoy doing at the setting.
- The inspector took into account parents' views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.

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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