

Childminder report

Inspection date: 16 April 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

Children are very happy to attend this setting. The childminder welcomes them with a big smile, and children settle very quickly. The childminder creates a fun and stimulating environment that sparks children's curiosity and interest. She provides opportunities for children to make informed decisions of what they would like to explore and access. As a result, children become deeply engrossed in exciting activities. For example, children are fascinated with binoculars. They operate them effectively and know which way to turn them to observe objects at a closer or further distance. This helps to support children's problem-solving skills and develop their thinking.

The childminder is very warm and nurturing. She has high expectations of children, and they rise to the challenge by following the routines and boundaries exceptionally well. Children enjoy helping to tidy up to the sound of a specific song, which makes them feel valued and involved. Children behave well and show high levels of respect and consideration towards the childminder and their peers. Children also learn to show care and affection towards family pets, which supports their understanding of the world. They form strong relationships with the childminder, who in turn responds to their needs promptly and with empathy. The childminder values children's achievements, offering praise and affirmation. This helps to build on children's confidence and emotional resilience.

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

- The childminder offers a diverse and inclusive practice. She takes into consideration children's needs, abilities and interests when planning a wide selection of inspirational activities. For example, the childminder encourages children to recognise and select their name to build on their early reading skills. She also supports children to talk about their feelings and emotions while relating to a coloured 'monster'. This positively contributes towards children's emotional development.
- The childminder is an exemplary role model. She models language well and engages children in meaningful conversations. For example, while the children engage in pretend play, she encourages them to recall previous events. In addition, the childminder uses a wide range of new and descriptive words, such as 'googly eyes', to promote children's communication and language skills.
- The childminder creates fantastic opportunities for children to explore mark-making tools to develop their fine motor skills. Children use various-shaped stencils to draw around them. The childminder clearly explains new shapes and their distinctive features, such as 'hexagon' and 'octagon', to further develop children's mathematical skills.
- Children have an amazing time exploring dinosaurs and natural resources. They

share resources well and take an active role in this play. Children confidently identify some dinosaur names and pretend to be looking for dinosaur eggs. They talk about what they are doing, laughing and giggling with excitement. This helps to build on children's imaginative skills and role play.

- Children enjoy exploring play dough to strengthen their hand muscles and dexterity. They use tools with great control and mould the dough with their hands to turn it into desired shapes and structures. Furthermore, children are mesmerised to observe what happens when they mix red dough with blue dough. They concentrate intently and make predictions, and this supports their cognitive development and critical thinking.
- The childminder has good knowledge and understanding of children's development. She completes regular observations to track children's progress and relevant next steps that she shares with the parents. However, the childminder does not consistently review the planning to ensure that children benefit from challenge that extends their learning and that the new knowledge is securely embedded.
- The childminder has a robust vision for her setting. She reflects on her practice and strives to deliver high-quality care and education. The childminder finds inspiration in the positive relationships she has built with other childminders in the local community. She organises toddler playgroups to support other childminders and to offer a rich set of experiences for all children to enhance their social interactions and learning. In addition, the childminder completes regular and relevant training to keep her knowledge current.
- Partnerships with parents are effective. They appreciate the progress their children make and value all the fun and exciting activities she organises for all children. Parents feel the communication is detailed and transparent and admire the nurturing and kind nature of the childminder.

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:

- review the curriculum planning so that children benefit from extensive challenge in their learning and there are no gaps in their learning.

Setting details

Unique reference number	EY430451
Local authority	Essex
Inspection number	10335557
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2011 and lives in Basildon, Essex. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

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 childminder.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Parents spoke about the setting to the inspector, who took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of her suitability to work with children.

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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