

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form strong bonds with the childminder and each other. Older children kindly show the younger ones how to roll shapes down a chute. They patiently take turns and offer words of encouragement. Children play hide and seek, laughing when their friends peek out from behind the curtain. They sit and snuggle for a story. The childminder reads animatedly and children join in, repeating familiar phrases and learning new words.

Children are developing their independence. They put on their own boots and tell the childminder, 'I can do it' when she offers to help them pour their drinks. Babies show a 'can-do' attitude. They work hard to pull themselves up to stand and are given time and space to practise this by themselves. They turn to the childminder and smile, proud of their achievements.

Children learn how to keep safe. They hold tight to the pushchair when walking along and listen carefully for traffic before crossing the road. They are very good at following the childminder's rules. Children quickly tidy toys away before finding something else to play with. They choose from a wide selection of resources, carefully organised so they can easily find what they want.

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

- The childminder proactively addressed recommendations from her last inspection. She enrolled in a speech and language programme, finding this highly beneficial to support children's communication skills. She spent time in other settings, gaining ideas to improve her own practice.
- Children are offered a variety of exciting activities that meet their interests. The childminder skilfully builds on their existing knowledge. For example, they regularly visit a building site to watch the progress of the new houses. Children notice there are now doors and windows and keenly look for their favourite vehicles exclaiming, 'I love diggers'. At the childminder's home they eagerly listen to a story about a construction site and build their own houses with wooden bricks.
- The childminder encourages children to think of others. They celebrate 'kindness month', taking cards and presents to children at the playgroup. They meet a new pet, Cookie the budgie, and learn how to take care of him. Children are supported to understand their own emotions. The childminder draws attention to characters in a book and asks why they think they are sad or scared. Children feel secure to talk about things that frighten them.
- Mathematics is threaded through the provision. Children count the number of blocks and compare their sizes. They confidently tell the childminder which brick has rolled the furthest, or the fastest, down the chute.

- The childminder knows the children well. She regularly observes them as they play and recognises how to support their ongoing development. However, she does not make the best use of all available information to determine children's starting points to precisely monitor the progress they make.
- Parents are fully informed about their children's learning. They access the childminder's observations online and view photographs of their children involved in a range of activities. Parents contribute their own comments and pictures. This helps the childminder know about important events in the children's lives. She has developed a useful pack to share information with parents. This includes child-safety leaflets, menus and relevant policies and procedures.
- The childminder has particularly strong links with other settings. She regularly takes children to play at a local pre-school. This helps prepare them for the next stage of their education. The childminder works closely with key staff from other provisions the children attend. This contributes to them working together to provide a consistent approach to any issues that may arise.
- Children have rich experiences, supporting them to understand the world around them. They frequently visit the local community garden and take part in interesting activities, including planting and pond dipping. They pick fruits and vegetables and learn about the different seasons. Parents compliment the childminder on providing these wonderful opportunities and value her 'excellent' provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of possible signs and symptoms that might suggest a child is at risk of harm. This includes children who may be exposed to extreme attitudes and behaviours. The childminder is confident to follow procedures if she is worried about a child's well-being. This includes actions to take in the event of an allegation against herself, a household member or other adults working with children. She is aware of the relevant agencies to refer her concerns to. The childminder monitors children's attendance records to highlight matters that might alert her to their welfare being compromised.

What does the setting need to do to improve?

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

- develop the use of information gathered from parents on entry, to establish more accurate starting points for children's learning.

Setting details

Unique reference number	EY432013
Local authority	Southend-on-Sea
Inspection number	10071999
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Shoeburyness, Essex. She operates all year round from 6.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a level 3 early years qualification.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The inspector accompanied the childminder and children on a walk around the local area and evaluated the impact on children's learning.
- The childminder discussed with the inspector how she organises her provision and how this helps children make progress.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder and the inspector discussed the quality of teaching and how this supports children's learning and development.
- The inspector took account of parent's written views.
- A range of documentation was reviewed, including attendance records and the safeguarding policy.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020