

Childminder report

Inspection date: 10 January 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

The childminder and her assistant are committed to providing children with a very welcoming and enjoyable place to learn. Children are warmly welcomed into a most child-friendly environment. They have formed close bonds with the caring and nurturing childminder. Children demonstrate they feel safe and secure. They are happy and very eager to learn. Children speak confidently with visitors and discuss how they enjoy their time with the childminder. A good range of quality toys are easily accessible, so that children can initiate their own play. The childminder and her assistant have invested time in getting to know their individual needs and interests and have a sound knowledge of what they need to learn next.

Babies enjoy lots of cuddles and reassurance. For example, babies learning to walk are fully supported and praised for their efforts. They have space to move around and investigate their surroundings. Children's behaviour is good. They play well together and older children are caring and helpful. They offer their friends drinks and engage with the younger children, showing kindness. Children are enthusiastic to try new experiences and demonstrate that they have the independence skills to help them for their future learning. For example, they show sustained concentration and determination as they dress for the cold weather. They persevere putting gloves on, using simple mathematics as they count the fingers as they go. They proudly walk around wearing hats, scarves, earmuffs, and gloves and discuss the importance of keeping their body warm when it is cold outdoors.

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

- The quality of teaching is good. The childminder is motivated and committed to improving her knowledge through training opportunities and research. She positively encourages and supports her assistant in her own personal development and ensures that children experience consistent good quality learning opportunities.
- Children experience a broad curriculum that covers all areas of learning. This includes outdoor learning and planned visits, such as to the library, walks in the wood or the beach. The childminder is very knowledgeable of how children learn. She is fully aware of children's starting points and what they need to learn next. She values parents' continuous input and fully supports their continued learning at home as appropriate. Parents are provided with activity ideas, links to research and children can borrow books and resources.
- Children's communication skills are supported well. They are confident speakers and ask lots of questions. The childminder and her assistant fully understand how to engage children in conversation, and they model language well. The childminder is skilful in how she asks children questions. She understands the importance of allowing time for children to process information and respond.

- Parents speak of the incredible care their children receive from the supportive and helpful childminder and her assistant. They discuss how they feel comfortable in the knowledge their children are safe and value the amazing 'home from home, happy and nurturing environment'. Parents say their children experience a variety of challenging activities and that the childminder has made a huge impact on their children's lives and eagerness to learn. They comment that the childminder and her assistant are 'worth their weight in gold'.
- The childminder has high expectations for all the children in her care. There is a sharp focus on supporting their personal, social, and emotional development. Children's behaviour is good overall. The childminder carefully explains to the children what is expected. For example, children are reminded when it is time for snack and what needs to happen. They respond and help tidy the toys and they are praised for their efforts. However, on occasions, the childminder and her assistant are too quick to intervene in children's disagreements. This means children are not learning to negotiate with one another to establish a positive solution to a problem, for example, when sharing toys.
- The childminder demonstrates a sound knowledge of the children in her care. She respects and meets their individual needs. Children experience a range of activities outside of the home and have access to some resources that reflect positive images of diversity. However, there are fewer opportunities to engage in focused activities to help them learn about similarities and difference in the wider community, other than their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a sound understanding of their responsibility to protect children from harm. They have a good knowledge of possible signs and symptoms of abuse, including wider issues, such as county lines and domestic violence. The childminder is clear of the procedures to follow and who to contact should she have concerns regarding a child's well-being. Priority is given to keep children safe. The childminder updates her knowledge through safeguarding training. The childminder takes care through routine risk assessments to ensure children play in a safe and secure environment. Children are closely supervised by the childminder and her assistant throughout the day.

What does the setting need to do to improve?

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

- provide children with more opportunities to take responsibility for themselves and solve problems when negotiating how to share resources
- increase the opportunities to enhance children's awareness about people and communities beyond their own.

Setting details

Unique reference number	EY441330
Local authority	Essex
Inspection number	10265391
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 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	5 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in Rochford, Essex. She operates during term time from 7am to 6pm, Monday to Thursday. The childminder works with an assistant. She holds an appropriate qualification at level 3. The childminder offers 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 reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons working as an assistant.
- Children spoke to the inspector about things they do at the childminder's home.

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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