

Childminder report

Inspection date: 26 July 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children make good progress. The attentive and enthusiastic childminder provides children with a broad curriculum that is exciting and planned around their interests and what they need to learn next. Children have established close bonds with the childminder and her family. They demonstrate they are very confident, happy and secure in her care. For example, they thoroughly enjoy exploring reference books as they sit comfortably cuddling up with the childminder, absorbing new information about their favourite subject of dinosaurs. They talk about the new facts they learn. Children are confident communicators with a wide vocabulary. Young children engage visitors in conversation. For example, they proudly name an array of dinosaurs and explain if they are 'carnivores' or 'herbivores'. They are provided with quality resources to support their interests, and further extend their learning, supported by the childminder.

Children show they are eager to learn and curious to try new things. For example, the childminder offers kinetic sand so that they can make dinosaur footprints, while enjoying the sensory experiences. They ask lots of questions and recall what they have previously learned, as they discuss visits to the local pond. They excitedly talk about dragonflies at the pond and how they enjoy feeding ducks, as they explain precisely what ducks can eat. Children's speech and language development is good.

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

- Children make good progress in their learning. The childminder has a secure knowledge of how children learn and their individual learning styles. She ensures the curriculum supports these characteristics and their interests. Children experience a variety of learning opportunities that cover all areas of learning. Children are enthusiastic and eager learners. The childminder supports child-led play very well. The completion of an initial assessment means she is fully aware of where the children are when they first attend. Ongoing communication with parents, positive links established with other early years settings children attend mean activities can be planned accordingly and provide continuity of learning.
- The childminder has made significant improvements to make the required changes since the last inspection. She has been pro-active and completed extensive research and welcomed the support received from her childminding network. The childminder recognises the importance of ongoing training. She has completed several short courses to strengthen her knowledge of child development and how to effectively promote children's learning. The childminder is reflective and routinely evaluates the training programmes she completes. She implements changes that will have a positive impact for the children in her care.
- The childminder has established friendly but professional partnerships with

parents, and positively values their input in supporting their children's learning. Parents speak very highly of all aspects of care and education provided for their children. They comment positively how much they appreciate the wonderful, planned outings and experiences their children receive. Parents comment that the communication is excellent, and the childminder is 'approachable and supportive'. They say that they are fully aware of what their children are doing each day, assured they are in safe hands.

- Children's behaviour is good. They have formed friendships and play well together. They understand the childminder's expectations. The childminder is a good role model and speaks calmly and respectfully to the children, and in return, they are respectful to one another. They demonstrate good manners. While the childminder is aware of the importance to support children's emotional development, there are fewer focused opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves.
- Children have ample opportunities for fresh air and exercise outside of the home. For example, the childminder plans daily visits to the forest and the meadow to observe nature, to dance groups and the sand park. This enriches children's experiences and supports their confidence and social skills. They learn about the wider community other than their own. Children's individuality is celebrated. They have many opportunities to learn about similarities and differences through well planned, meaningful activities, resources and books provided that prompt conversation around diversity.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is protected. The childminder completes training courses and personal research to ensure that she understands the different types of potential dangers to children. This includes wider aspects of child protection, such as 'Prevent' duty and domestic violence. The childminder has a comprehensive knowledge of the process to follow should she have a concern that a child is at risk from harm. She has a secure understanding of possible behaviours that may suggest a child's welfare is compromised. The childminder completes thorough risk assessments while the home is renovated, to ensure any potential hazards are swiftly addressed. Therefore, children play in a safe and secure environment.

What does the setting need to do to improve?

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

- include more focused activities in the curriculum to support children's understanding of emotions and develop their vocabulary to enable them to express how they feel.

Setting details

Unique reference number	EY445586
Local authority	Essex
Inspection number	10257154
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 September 2022

Information about this early years setting

The childminder registered in 2012. She lives in Loughton, Essex. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector took account of the written views of the parents.
- 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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