

# Childminder report

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Inspection date: 3 February 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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

## What is it like to attend this early years setting?

### The provision is good

Children of different ages play happily together in the childminder's warm, safe and inviting setting. They behave well. They learn to wait for their turn when sharing the toys. Children enjoy exploring the wealth of play materials available. They freely choose resources and engage in imaginative play, supported by the childminder and her assistant.

Children's communication and language skills develop well. The childminder and her assistant ask children questions related to their play. They link their responses to memories of past events. For example, as the conversation turns to the fish children can see floating in a sensory lamp, they reminisce about a trip to an aquarium where they saw sharks with sharp teeth.

Children learn to sit still quietly at appropriate times in readiness for future learning. They huddle together to see a book the childminder describes as 'magical'. She speaks with enthusiasm as she points to the words she reads. The children take turns to touch spots in the book that seem to move or disappear as they turn the pages. They are excited to find out what happens next and raise their hands to their cheeks in astonishment as something unexpected appears.

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

- Children form close bonds with the childminder and her assistant, which helps them to feel safe and secure. The childminder provides sensory resources and teaches children yoga positions to calm them. She encourages children to be polite, considerate and learn how to manage their feelings.
- The childminder forms strong relationships with parents and works closely in partnership with them. She keeps them up to date with their children's progress and supports them to build on children's learning at home. The childminder makes links with other settings that children attend to provide continuity and consistency in their learning.
- Children quickly learn to become independent. They get to know the routines of the setting and help to tidy away their toys. The childminder provides children with a healthy diet and involves them in the preparation of their snacks and meals. Children choose from a selection of nutritious ingredients as they fill and roll wraps for their lunch.
- Children develop their concentration and attention span as they manipulate the small pieces of a construction toy. The childminder shows them how to use tools to fix nuts and bolts in place. She teaches children how to use their hands to hold and turn. Children are pleased with their success and the childminder praises them, raising their self-esteem and confidence.
- The childminder understands how children learn and she knows their learning

needs well. She discusses children's abilities and interests with their parents. This helps her to make accurate observations and assessments of their learning. The childminder understands how to use children's interests to encourage them to learn more. However, she does not plan some activities precisely enough to consistently challenge children to make more rapid progress in all areas of learning.

- Children have access to fresh air and exercise every day. They go out to parks and explore the local woods. Children spend time in their local community and learn about different people and places. They find out more about the world as they engage in creative activities, which raises their awareness of different cultures and festivals, such as Chinese New Year.
- The childminder supervises her assistant and ensures that they are both fully trained in safeguarding and paediatric first aid. They have also undertaken some online training and read literature. However, the childminder is very keen to pursue her own professional development even further to extend her skills and knowledge in the care of children with special educational needs and/or disabilities.
- The childminder reflects regularly on her practice and that of her assistant. She evaluates the effectiveness of their teaching and the activities they provide for the children. She regularly asks parents for their feedback and takes this into account when planning to make changes and improvements to her setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are fully aware of their responsibilities to protect the children in their care. The childminder regularly updates her policies in line with her local authority's guidance. The childminder and her assistant understand the signs that could indicate that a child is at risk of harm. They know how to record any concerns they have about children and the procedures they must follow for reporting those concerns. The childminder ensures the suitability of all adults living and working in her premises. The childminder and her assistant are fully up to date with their safeguarding training and are aware of the 'Prevent' duty and wider forms of abuse.

## What does the setting need to do to improve?

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

- plan activities more precisely, taking account of individual children's learning needs, to ensure they continue to make rapid progress
- continue with plans to pursue a wider variety of professional development opportunities to increase skills and knowledge to the highest level.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY446157                                                                          |
| <b>Local authority</b>             | Essex                                                                             |
| <b>Inspection number</b>           | 10075166                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 8                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 14                                                                                |
| <b>Date of previous inspection</b> | 7 July 2016                                                                       |

## Information about this early years setting

The childminder registered in 2012. She lives in Basildon, Essex. She operates from Monday to Friday, 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Forbes

### Inspection activities

- The inspector looked around the areas of the setting available to children.
- The childminder discussed her plans for children's development and how she 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 the childminder's assistant and children during the inspection and looked at relevant documentation.
- The inspector took account of parents' views by reading their written comments.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
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