

Childminder report

Inspection date:

11 September 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children appear happy and settled in the childminder's care. The childminder is kind and caring towards children, helping them feel safe and secure. Children enjoy engaging with a range of stimulating resources and activities that support their interests and promote their imagination. Toddlers show curiosity as they push buttons on interactive toys to find out what will happen next. Older children demonstrate high levels of concentration as they skilfully use brushes to paint pictures. Children thoroughly enjoy singing. They join in enthusiastically with familiar songs, giggling with delight as they jump up and down while pretending to be little bunnies and as they sway their bodies while pretending to be scarecrows.

Children behave well, and they happily play alongside each other. They learn to share and take turns. Children know the daily routines, and they readily follow the childminder's instructions when it is time to tidy away the toys, working collaboratively until all the toys are put into the boxes. They smile as the childminder praises their efforts for working together as a team. Children show good levels of independence. For example, younger children persevere to put on their shoes to go outside. Children unpack their own lunch boxes, placing the food items carefully onto plates and then feeding themselves independently. Children develop good hygiene routines and know they must wash their hands before eating.

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

- Children's communication and language skills are supported well by the childminder. She asks questions as children play and gives them plenty of time to think and then respond. The childminder models words and encourages children to repeat them. She skilfully repeats words back to children if they mispronounce them to help support their understanding and build their confidence.
- Children particularly enjoy daily circle time activities. They sit together and listen intently to the childminder and each other. The childminder skilfully uses visual prompts to support children's understanding of the behaviour expectations. Children show familiarity and talk about using 'kind hands' and helping each other. They curiously look outside when the childminder asks them what the weather is like, and older children say, 'It's a bit cloudy.' The childminder introduces unfamiliar words, such as 'beige'. She supports children's learning by encouraging them to see if anyone has beige on their clothing.
- Children develop good physical skills. They sit on the ride-on cars and use their feet and legs to push themselves around the garden, helping to build their muscle strength. The childminder plans opportunities for children to develop their small muscles. For example, children persevere as they use their fingers to

push coloured dough into moulds and then press it out to reveal their creations. They receive lots of encouragement and praise from the childminder, helping to boost their confidence and self-esteem.

- Children learn through a balance of child-initiated and planned adult-led activities. The childminder introduces topics and themes to promote children's interest. For example, children learn about different types of transport. They paint pictures of vehicles, and older children talk about travelling in aeroplanes to go on holiday. However, the childminder does not always ensure that her plans for learning are clearly focused on what each child needs to know and do next in their sequence of learning. On these occasions, she does not consistently make the best use of activities to optimise children's individual progress.
- The childminder engages with professional development opportunities to enhance her skills and knowledge and to improve her practice. For example, as a result of recent training, she has expanded her ideas of how to support children's learning through craft activities. She seeks the views of parents to identify ways that she can enhance the experiences of children and families.
- Parents praise the childminder and say children are happy in the childminder's care. The childminder builds good partnerships with parents. She communicates well with them through informal discussions at collection and drop off times and shares photos of the activities that children take part in. However, the childminder does not consistently offer parents advice and suggestions about how they can support and extend their children's learning at home to provide continuity in children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She knows the possible signs and symptoms that may indicate a child is at risk from harm. The childminder has a thorough understanding of how to appropriately respond to a concern about a child or if an allegation is made against herself or a family member. She demonstrates awareness of the wider safeguarding issues, such as extremism. The childminder keeps her knowledge up to date through training and online reading.

What does the setting need to do to improve?

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

- plan learning opportunities to focus more precisely on what each child already knows and needs to learn next to help them make the best possible progress
- extend the good communication with parents, offering them advice and suggestions about how they can support and extend children's learning at home.

Setting details

Unique reference number	EY450753
Local authority	Essex
Inspection number	10260416
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 October 2022

Information about this early years setting

The childminder registered in 2012 and lives in South Woodham Ferrers, Essex. She operates all year round, from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marisa White

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector spoke to parents during the inspection and reviewed written parent testimonials and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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