

Childminder report

Inspection date: 25 August 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a home-from-home, family environment where they show they feel happy and safe. She is extremely warm and attentive towards them. This helps children to feel valued and welcome in her home. The childminder is a very good role model. She manages children's behaviour well. This includes teaching good manners, sharing, taking turns and playing cooperatively. The childminder supports children to understand different emotions, such as when they both want the same toy. She proudly acknowledges children's individuality and shares their special achievements with parents. Children are very proud when they learn a new skill, such as mastering the 'zip wire' at the park. They display high levels of confidence and self-esteem.

Children enjoy playing with a wide range of high-quality toys and resources. The childminder displays them very well, enabling children to make choices in their play. Children are curious learners and they eagerly investigate the activities planned for them. For example, the childminder encourages children to explore ice melting, to further enhance their knowledge and understanding of the world. Younger children experiment making marks with water, chalk, paint and pencils. Older children independently write their names on their pictures. The childminder encourages independence in everyday tasks, and children are developing the skills they need in readiness for school.

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

- The childminder takes time to get to know the children and their families from the start. She offers home visits as part of the settling-in process. The childminder uses this time to observe the children and establish their starting points with their parents.
- Children make very good progress. The childminder considers each child's interests when planning daily activities. She is very knowledgeable about children's individual learning needs and current stage of development. The childminder builds on what children already know and provides suitable challenges to extend their learning further.
- The childminder recognises the impact that the COVID-19 pandemic has had on some children's social skills. To help develop their confidence, the childminder takes children to local groups where they can socialise with other children. They learn to share and participate with others in group activities. This helps children to make future friendships.
- Children have excellent opportunities to develop their physical skills and have plenty of fresh air. The childminder actively encourages children to develop a healthy lifestyle. They love playing with the many resources outside and enjoy their daily outings to the park, where they balance and climb. Children gain a

good understanding of where food comes from through activities. For example, they grow tomatoes and carrots in the childminder's garden. Children take part in activities that teach them about the importance of keeping their teeth healthy.

- The childminder skilfully supports children's language through singing activities and conversation. She sits alongside them, plays with them and joins in their games. The childminder introduces new words into the children's play. For example, when talking about the food they eat, the childminder introduces them to the word 'calcium'. She explains how it helps to build healthy teeth and bones.
- Children observe patterns and change, such as watching the different seasons and describing the weather. They learn about the life cycle of the butterfly, which develops their knowledge about growth and nature. Children show care and concern for living things. For example, they love to feed the childminder's cat and the ducks on the pond.
- Partnerships with parents are very strong. The childminder regularly shares information with them about their children's progress. This helps parents to continue supporting their children's learning at home. Parents particularly appreciate how the childminder encourages outdoor activities. They describe the childminder as 'polite, friendly, professional and welcoming'. Parents say that they would highly recommend her to other families.
- The childminder completes all mandatory training. She has recently attended training and completed online courses to refresh her knowledge of first aid and safeguarding children. However, the childminder has not implemented ways to continually build on the quality of her practice to enhance her good teaching skills to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently updated her safeguarding knowledge. She has a very good understanding of the possible signs and symptoms of abuse and neglect, and of other child protection issues such as radicalisation and online safety. The childminder knows the procedures to follow if she has any concerns about a child's welfare. She supervises children well and carries out thorough risk assessments of her home to identify and minimise any potential hazards to children. Children develop a good understanding of how to keep themselves safe, such as what to do in the event of a fire and about road safety.

What does the setting need to do to improve?

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

- make the most of all professional development opportunities to continually strengthen existing knowledge and further enhance the quality of teaching.

Setting details

Unique reference number	EY451800
Local authority	Southend-on-Sea
Inspection number	10083551
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 9
Total number of places	5
Number of children on roll	4
Date of previous inspection	9 December 2014

Information about this early years setting

The childminder registered in 2013 and lives in Shoeburyness, Southend-on-Sea. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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 2022