

Childminder report

Inspection date: 26 July 2022

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

Children are comfortable in the childminder's home. They form strong friendships and enjoy being in each other's company. Children spend a lot of time outdoors in the well-resourced garden. They have many opportunities to make interesting discoveries. Children are fascinated by the new water dispensers and are curious to find out the effects of mixing the different coloured waters. Older children show kindness and consideration when they help the younger ones to turn the taps.

Children regularly visit the childminder's allotment. They take an active role in growing fruit and vegetables, helping to develop a deep understanding of what plants need and where food comes from. They are excited to show the inspector the pumpkins they have grown, and eagerly name other vegetables that are growing. Children confidently recall what they have learned and remembered. They explain that the net is there to protect the plants from foxes and slugs. Children are captivated by watching bees and butterflies that are attracted to the wildflowers they have planted. These experiences contribute to enhancing their sense of awe and wonder of the world around them.

Children recognise how to keep themselves safe. They know they must hold hands when walking along the road. They look and listen carefully for traffic and let the childminder know when it is safe to cross the road.

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

- The childminder is dedicated to building on her existing knowledge through training and research. She prefers to provide real-life and natural resources. She accesses workshops and courses to further explore and assess the benefits of this approach. Following training, the childminder reviews and adapts her practice and environment. She has noticed children have become more imaginative and engaged in their play.
- Children count and compare the carrots they collect from the allotment. This helps to develop their understanding of several mathematical concepts. Children line the carrots up in size order. The childminder gives them the opportunity to decide for themselves which are bigger, fatter or longer. As a result, mathematics becomes more meaningful and relevant for the children.
- The childminder identifies gaps in children's learning and development and provides appropriate support and activities. She repeats popular activities and uses her observations to assess whether children are building on their existing knowledge and making progress. For example, children remember that they need to add more flour to make their dough less sticky. However, she does not consistently make use of all opportunities to further extend children's thinking and learning. For instance, when children are making the dough, she does not

routinely introduce more complex descriptive words or always challenge children's misconceptions.

- Children are interested in books and approach the childminder to ask her to read them a story. They learn that words and numbers have meaning. For instance, children follow a recipe card. They recognise that the numbers relate to the amount of cups of flour and salt they need.
- The childminder supports children's independence. She carefully demonstrates how to twist up a paint stick so even the youngest children have a sense of achievement when they manage this by themselves. In group activities all children have their own equipment to use. This means they can all be included and fully involved in the activity.
- Parents highly praise the childminder. They describe the provision as a 'home from home'. They comment that their children have benefitted from learning about nature and that they have grown in confidence. Parents say they are well-informed and that the childminder is very approachable and supportive. A teacher at the local school describes how she works closely with the childminder who 'understands consistency between nursery and the home setting.' This indicates good links with other settings the children attend or are due to attend.
- The childminder recognises the possible effects of the Covid-19 pandemic on areas of the children's development, particularly on their social skills. She worked hard to maintain contact throughout the pandemic so that she remained a presence in the children's lives. She sent videos, voice notes and made window visits. This helped minimise any adverse effects on the children's well-being on their return to her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard all children. She has identified upcoming training to ensure her assistant also maintains up-to-date knowledge of how to protect children. The childminder is confident to recognise signs that may indicate a child is at risk. She effectively describes the actions to take to report and record any concerns. This includes notifying relevant agencies if there is an allegation or if she is worried about the behaviour of family members or other childcare professionals. The childminder keeps accurate registers and monitors these to highlight patterns of attendance that may signify a child's well-being is compromised.

What does the setting need to do to improve?

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

- use opportunities and conversations that arise during play to extend and challenge children's learning even further.

Setting details

Unique reference number	EY452980
Local authority	Essex
Inspection number	10219432
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	31 August 2016

Information about this early years setting

The childminder registered in 2012 and lives in Essex. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 use and discussed how she ensures they are safe and suitable.
- The inspector and the childminder completed a learning walk together. The childminder discussed her curriculum and what she wants children to learn.
- The inspector observed interactions between the childminder and children and evaluated the quality of education.
- The childminder provided the inspector with a sample of key documentation.
- The inspector spoke to children to find out what they enjoy doing while with the childminder.
- Parents shared their views of the setting in writing.

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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