

Childminder report

Inspection date: 22 January 2020

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

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

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

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

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

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in the warm and nurturing environment the childminder provides. Children have formed very strong attachments to the childminder and her assistant, and often show them affection. This helps to support their emotional well-being. Children of all ages interact well together. They are polite and behave well. Young children are kind and caring towards babies. For example, they happily share the toys that babies are reaching for as they play alongside them.

Children benefit from a wide range of activities that are planned to follow their interests. They remain engaged and motivated for extended periods of time. For example, children talk excitedly about the different animals as they complete a puzzle together. They search carefully for the correct pieces and respond well to encouragement from the assistant.

Children learn good hygiene routines. For example, they know they should wash their hands before eating. They have regular access to fresh air and exercise. Children play daily in the childminder's garden, sometimes looking at the sheep in the opposite field. They have opportunities to go on walks in the nearby countryside and play at the local park. This helps to support their physical well-being and broadens their knowledge of the wider environment.

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

- The childminder and her assistant have high expectations for children's behaviour. They promptly step in to support children to resolve any disagreements. Children listen to adults' instructions and respond well. For example, when they are asked to tidy up the toys, they demonstrate a positive attitude and persevere until they have put all the resources away where they belong.
- The system to help children to settle in is tailored to their individual needs. The childminder collects information from parents about children's interests and care routines. She arranges settling-in visits for parents and children to spend time in the setting before they start. This helps to support children's self-esteem and they settle well.
- Children's early literacy skills are supported well. They sit closely to the assistant as she reads a story, showing interest and curiosity. They listen well and repeat new vocabulary. They engage in meaningful conversation and ask appropriate questions about the story and pictures.
- Music and singing are embedded in the daily routine. Children delight in joining in with the words and actions from familiar songs. They animatedly jump up and down as they pretend to be hopping bunnies, laughing and singing with

confidence.

- The childminder supports children's mathematical development at every opportunity. Children are learning to count and recognise numbers as they count out bricks and load them onto a truck. The childminder encourages them to count everyday objects, such as the plates and cups at snack time.
- The childminder and her assistant plan small-group activities to support children's individual development. They interact well with children, modelling skills and engaging in discussions to support their learning. However, at times, they do not make the most of opportunities to challenge and extend children's learning as far as possible.
- Children have many opportunities to be creative. They relish the opportunity to use sponges, brushes and paint to print onto silver foil. They concentrate as they look at the colours emerging on the foil. They show good imagination and tell the childminder they are making pictures of rainbows and giraffes.
- The childminder and her assistant work well together. They regularly discuss the needs of individual children and plan activities together. The childminder attends mandatory training and has accessed webinars. However, the programme of professional development for her and her assistant is not yet sharply focused to continue driving the quality of teaching to the highest level.
- Parents praise the childminder and comment that she is very professional and caring, and that children are happy and well looked after in her care. The childminder shares information with parents about their children's ongoing learning and development. Parents of younger children receive daily information about their child's personal care and routines. This helps to support continuity in children's care and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are able to identify the signs and symptoms of abuse. They know the correct procedure to follow if they have any concerns about a child in their care, or about adults who work with children. The childminder and her assistant attend regular training to ensure their safeguarding knowledge remains current. They demonstrate their knowledge of wider safeguarding issues, including the signs that children may be at risk of being exposed to extreme views or behaviours.

What does the setting need to do to improve?

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

- review the delivery of planned activities to maximise and extend every possible learning opportunity for children
- extend the use of more-targeted professional development opportunities to

strengthen existing knowledge and teaching skills to the highest level.

Setting details

Unique reference number	EY462672
Local authority	Essex
Inspection number	10127251
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 January 2015

Information about this early years setting

The childminder registered in 2013 and lives in the village of Manuden. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Marisa White

Inspection activities

- The inspector completed a learning walk with the childminder and discussed the curriculum she provides for children. The inspector viewed the areas of the childminder's home that children use.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the childminder and her assistant interacting and communicating with the children. The inspector and the childminder discussed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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 2020