

Childminder report

Inspection date: 19 October 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 feel safe and secure. The childminder uses routine activities, such as nappy changing and mealtimes, to strengthen her relationships with children. For example, she has a gentle approach, chats animatedly and maintains eye-contact while changing nappies. This makes it a fun, bonding experience.

The childminder has a positive attitude to reading. This contributes to nurturing children's love of books. Children help her find their favourite books and snuggle up to listen to a story. Babies are beginning to understand how books work. They carefully turn the pages and firmly close the book when the childminder says, 'The end.' Children enjoy pressing buttons and smile at the sounds they create. This gives them a sense of achievement and develops their understanding of cause and effect. The childminder plays games with children that help them to learn important skills, such as turn-taking. For example, she pretends to be surprised when they turn off the music each time she turns it on. Children laugh and excitedly wait for her to turn it on again.

Children go out every day. They play in the childminder's garden or go on regular outings to places such as the park, the woods or the beach. This gives children the opportunity to learn more about their local community. They also gain the benefits of fresh air and exercise and experience the natural world.

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

- The childminder reflects on her provision and considers how she can improve her practice. Following her evaluation of her provision, she recently purchased a craft table. She has noticed that, as a result, all children have become more engaged in creative activities.
- The childminder is clear about what she wants children to learn to prepare them to become confident learners. She says it is important for children to be independent and 'know their self-worth'. The childminder makes it her priority to get to know children well. She provides each child with the challenges and experiences they need to build on their abilities and existing knowledge.
- All children make progress from their starting points. The childminder uses her own observations to assess what children are learning. She supports babies to be able to do more. She recently introduced a spoon and fork at mealtimes. The youngest children practise their fine motor skills and hand-to-eye coordination when they competently use their cutlery or feed themselves with finger foods.
- The childminder skilfully threads mathematics into children's play. She introduces mathematical language such as 'bigger' and 'smaller' as they line up the dolls and teddies. The childminder points to bells on a musical instrument as she counts them. This helps children understand the meaning of numbers and

they delight in copying her. Children keep trying and smile proudly when they successfully match shapes to the correctly shaped hole in the shape sorter.

- Babies practise their developing language skills. The childminder engages them in back-and-forth discussions. Babies babble and use single words to answer the childminder's questions or to take part in the conversation. The childminder repeats back what they have said, encouraging them to speak more.
- The childminder maintained links with children and their families throughout the pandemic. She carried out doorstep visits and met up outdoors, when allowed. This helped smooth children's transitions back into the setting and supported their emotional well-being. The childminder is very aware of the impact of the pandemic on children of all ages. She planned visits to social groups and local shops to give children opportunities to meet other 'friendly faces', outside of their immediate family.
- There are strong partnerships with parents. They are well informed about their child's day. The childminder writes daily reports giving detailed information, for example, what the children have eaten and how they have slept. Parents appreciate the childminder's support. They say she is an integral part of their child's life and has been a stable presence in difficult times. They comment that their children have learned a lot from being with the childminder, including road safety and how to share.
- The childminder has informal discussions with staff at other settings that children attend. She discusses children's well-being and shares some information. However, she has not yet embedded systems to find out what children are learning and how other professionals are supporting children's development. This does not fully provide continuity and consistency between provisions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed safeguarding training to keep her knowledge current. She recognises the importance of keeping relevant records and making referrals when necessary. She knows the actions to take in the case of any allegations against her, a household member or any other adults who work with children. The childminder keeps accurate registers and accident records, and monitors any patterns of attendance or injuries that may cause concern. She talks to older children about online safety to protect themselves and others.

What does the setting need to do to improve?

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

- build on partnerships with other settings that children attend to further promote continuity in their learning and development.

Setting details

Unique reference number	EY483135
Local authority	Southend-on-Sea
Inspection number	10236543
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in Leigh-on-Sea, Essex. She operates Monday to Thursday, from 7am until 6pm, all year round, 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 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider 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 her curriculum and what she wants children to learn.
- The inspector accompanied the childminder and children on a walk to the nearby park.
- The inspector observed interactions between the childminder and children and assessed the impact on children's learning.
- The childminder showed the inspector key documents to evidence her suitability.
- The inspector took account of parents' written views.

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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