

Childminder report

Inspection date: 5 November 2019

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

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

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

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

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

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a comfortable home-from-home environment. Children have good relationships with the childminder, her assistant and each other. They build towers together and help their friends to make the towers higher. Children sit around the table and paint 'fireworks' with finger paints, chatting to each other about their pictures. Mealtimes are sociable occasions. Children talk about the food they eat and explain that fruit and vegetables 'make them strong'.

The childminder plans daily outings. She takes children to various groups and they regularly visit the local farm park. Children can be active in the 'play barn', climb a tree or interact with the animals. They excitedly talk about what they have seen. Older children re-enact their experiences when they play with dolls and pretend they are going to the woods.

Children choose their favourite songs and nursery rhymes and enthusiastically join in with the actions. Even the youngest children are encouraged to take turns and eagerly wait to hear which song the other children have chosen. Good manners are reinforced and children are encouraged to say 'please' and 'thank you', and ask to leave the table when lunch is finished. They sit and listen intently to a story that introduces them to rhyme and rhythm and explain afterwards that the 'slug wants a hug'.

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

- The childminder reflects on her provision well and plans improvements to benefit the children. For example, she has recently added new storage units so children can access the resources more easily. She has installed a downstairs bathroom and children can independently wash their hands and use the toilet.
- The childminder's husband works alongside her as her assistant. They work well together and provide positive role models for the children. They discuss the childminder's vision for her childminding and he is highly supportive. However, she has not effectively focused on promoting his professional development to increase and improve his subject knowledge even more.
- Children make good progress from their starting points. They settle into the setting gradually. The childminder uses this time to get to know the children well and assess what they can already do. She plans for their individual care and learning needs. Children gain confidence and younger children are starting to put words together. They all demonstrate their self-assurance when, for example, they are chatty and welcoming to visitors and proudly show them their pictures.
- The childminder uses spontaneous opportunities to teach children new concepts. For example, children happily mix paints and comment on the colours they can

see. The childminder shows them how they can make new colours by mixing blue and yellow and red and blue. Children watch engrossed as the colours become more obvious. However, occasionally, activities are too adult-led and sometimes, this prevents children from making choices or being more creative.

- Children have an increasing understanding of early mathematics. The childminder asks them to stand next to a tower of bricks to see if it is taller than them. They compare the height of the tower to the other children's heights, saying, 'It is not big enough'. The childminder explains how they can make it more stable and introduces new vocabulary, such as 'sturdy'. Her assistant helps children work out what size garage they need to build so that the car will fit inside.
- The childminder meets regularly with other childminders. She attends groups and takes turns to plan activities to support children's learning. The childminder explains that she gains ideas to improve her practice and that children benefit from mixing with other children and having access to wider experiences.
- Parents are extremely happy with the care the childminder provides. They describe her as being kind, calm and patient. They comment that their children have made good progress. They feel well informed and appreciate receiving daily updates about the activities and trips their children take part in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are clear about the actions to take if they have concerns about a child. This includes how to identify and respond to wider safeguarding issues, such as children who may be at risk of extreme views. They are aware of how to follow up allegations about adults working with children. The childminder keeps accurate registers of children's attendance and understands the importance of monitoring any absences. She has attended safeguarding training and keeps up to date with current safeguarding initiatives and legislation through attendance at termly local authority cluster meetings.

What does the setting need to do to improve?

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

- ensure there are arrangements for ongoing and continuous professional development opportunities for the assistant, to drive quality even further
- strengthen the opportunities for children to become more deeply involved in their chosen activities and to explore their own ideas.

Setting details

Unique reference number	EY317375
Local authority	Essex
Inspection number	10062956
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	12
Number of children on roll	15
Date of previous inspection	8 September 2015

Information about this early years setting

The childminder registered in 2005 and lives in Basildon, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The childminder showed the inspector around her home and explained how she organises her provision and the learning opportunities she provides.
- The inspector and the childminder carried out a joint observation of an activity and discussed the quality of teaching and the impact on children's learning.
- The inspector viewed relevant documentation, including the safeguarding policy and children's attendance registers. She checked evidence of the suitability of household members.
- The childminder shared information about children's development and their progress.

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 2019