

Childminder report

Inspection date: 5 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder and her assistants provide a comfortable and inviting environment in which the children explore freely. Children are motivated to learn. They are curious and investigate the toys available in a variety of different ways. Children are highly independent and have ample opportunities to do things for themselves. The childminder and her assistants sensitively support younger children to do things for themselves. When it is time to go outside, children collect their own puddle suits, coats and boots and attempt to put these on. Older children go out of their way to look out for the younger ones by passing them the correct boots.

Children form good relationships with the childminder, her assistants and each other. This supports them to settle quickly as they feel happy and safe. Children play cooperatively. They work together excitedly to add decorations to the Christmas tree, chatting to each other about the decorations. Mealtimes are sociable occasions. Children talk about the food they eat and discuss that fruit and vegetables keep them healthy.

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

- Young children giggle excitedly as they explore the feel of play dough and squeeze it in their hands. Older children use cutters with the dough to make gingerbread people, adding eyes and buttons. The childminder seizes the opportunity to teach children about size. She uses a variety of different words to help children compare the size of each of their gingerbread people and then to accurately count the number buttons. This supports children to develop their early mathematical skills.
- Children make good progress from their starting points. They are confident communicators who welcome visitors and involve them in their play. The childminder and her assistants uses spontaneous opportunities to teach children new concepts. For example, while children paint giant gingerbread people, they notice the colour of the paint changing. The childminder shows them how they can make new colours by mixing different colours of paint together.
- The childminder prioritises time for sharing books with children. Children enjoy snuggling up with her and her assistants to share stories. They giggle infectiously as they turn pages and open flaps. The childminder and her assistants help children to link letters to the sounds they make. They demonstrate how sounds go together to make simple words, which supports children to develop their early reading skills.
- The childminder is keen to ensure children have stimulating opportunities to build on their current skills in order to succeed in their future learning. She takes children on regular outings in the local community. For example, children enjoy visits to local farms and toddler groups. These help children to develop good

social skills and an understanding of the wider world. However, there are not always as many opportunities for learning outside as there are inside.

- Parents speak highly of the childminder. They describe her as being 'hard-working' and 'dedicated', and appreciate that she treats the children as part of her family. Parents talk about how happy their children are every day to see the childminder, her assistants and the other children.
- Children feel comfortable and are able to communicate their feelings and emotions. The childminder and her assistants teach young children to manage their behaviour. They skilfully use appropriate strategies to help children to share and take turns.
- The childminder works well together with her assistants and makes sure they understand their role and responsibilities. She reflects on her provision well and plans improvements to benefit the children. The childminder discusses her vision for her childminding with her assistants. She shares key messages from her own professional development with them in order to increase and improve their subject knowledge even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of their responsibilities to protect the children in their care from harm. They know how to recognise and report any concerns about a child's welfare. The childminder and her assistants are aware of the signs that may indicate that a child is at risk of harm. They know how to record and report any concerns. The childminder attends regular training and completes courses online to ensure her knowledge remains up to date. The childminder teaches children how to keep safe. She supports them to manage risks as they play.

What does the setting need to do to improve?

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

- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities.

Setting details

Unique reference number	EY549160
Local authority	Essex
Inspection number	10109271
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 12
Total number of places	6
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Basildon. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder holds a childcare qualification at level 3. She works with assistants. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Le Marie

Inspection activities

- 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 spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including her first-aid certificate, registers and suitability checks for herself and those who live in the household.
- The inspector read written testimonies from parents and evaluated their views of the provision.
- The inspector observed the childminder and her assistant interacting with children indoors and in the garden.

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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