

Childminder report

Inspection date: 23 January 2020

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

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

Behaviour and attitudes	Outstanding
-------------------------	--------------------

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

Children race out into the garden. They are exceedingly motivated to explore the stimulating and interesting activities and resources. Toddlers enthusiastically kick footballs and raise their arms in delight as they score a goal. Children are highly adventurous and persist in trying to climb up the slide on their own. They are absolutely delighted to land in the huge pile of leaves at the bottom.

Children feel safe and secure and eagerly try out experiences on their own. For example, they confidently explore sensory materials that are new to them in the construction area. They pick up large pebbles and throw them into wet sand. Children concentrate on the sounds and marks they make. They learn early mathematical concepts as the childminder counts with them. Children begin to learn different colours. The childminder names the colours as children throw coloured balls out of a ball pool. They are very happy and quickly absorb new words they hear.

Children have formed exceptionally close bonds with the childminder. They reach out for cuddles when they get tired and snuggle up to her for stories on the sofa. The youngest children are able to express their needs and make their own decisions.

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

- The experienced childminder seeks to continuously enhance her professional development. She attends training and completes many courses online to further her skills and expertise. The childminder implements new ideas and strategies she learns into the teaching she provides to children. She passes this knowledge on to parents to help to support children's learning even further. She is constantly looking to improve her practice and is reflective in her approach. For example, children make suggestions on feedback forms. She has recently included a bug hunt in her garden from their ideas.
- Partnerships with parents are excellent. Parents comment that the childminder is such a valuable asset in their children's lives. They appreciate the warmth and support that they and their children receive. They value the information she provides them and the progress that their children make. Settling-in procedures are individually tailored to meet the needs of the child and their parents. The childminder supports children to make progress from when they first start. She has close links with the schools that children attend and helps children to make a smooth transition to school.
- The childminder has high expectations of children and they are exceedingly well behaved. For example, toddlers choose their own bowls and fruit at snack time. They immediately sit down at the table and start to peel their own tangerines

and bananas. They are learning to follow instructions well and are becoming increasingly independent. The childminder gives children genuine praise and encouragement, and they beam with pride when they succeed.

- The childminder is a member of her local childminding network. They share knowledge, ideas of good practice and keep abreast of any new legislation. The group meets up regularly and children develop excellent social skills as they play with a large circle of friends. They organise excellent outings together. Children enjoy trips to the seaside, local woods, parks and museums.
- Children learn about older people in their community when, for example, they meet with the childminder's grandmother. They all benefit greatly from the time they spend together. Children develop respect for different cultures. They learn about various festivals that people celebrate in the area through books, crafts and trying different foods.
- The childminder promotes children's early love of reading. She takes them to the library where they choose books and stay for story and rhyme time. Children read books with the childminder. She helps the youngest children to learn new words as they point to objects that she names. They start to copy what she says and enjoy repeating words. Children are willing to learn and the childminder looks to help build their knowledge as much as she can. However, occasionally, teaching is too challenging for the youngest children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the safeguarding and child protection policies and procedures to follow in order to protect children's safety and welfare. This includes knowing who to contact to seek further advice. The childminder attends regular training and completes additional courses online to keep her knowledge up to date. The childminder is vigilant in ensuring that any children with food intolerances or allergies eat the correct foods and drinks. She understands that she needs to prepare meals with care and inspects all ingredients.

What does the setting need to do to improve?

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

- take into account the stages of development of all children when planning activities so that they are challenged appropriately.

Setting details

Unique reference number	EY261929
Local authority	Essex
Inspection number	10073210
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 13
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 March 2016

Information about this early years setting

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

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector viewed all areas of the childminder's home that children use.
- The inspector observed the childminder interacting with children indoors and out in the garden.
- The inspector spoke to children and the childminder at convenient times.
- The inspector took account of parents' and children's views through feedback and written references.
- The inspector and the childminder discussed children's learning and progress, and evaluated a learning activity together.

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