

Childminder report

Inspection date: 22 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are comfortable in the homely environment. They play cooperatively, using their imaginations to act-out real-life experiences. For example, they dress up to play doctors, saying their friend 'is poorly'. They soon decide to become vets, carefully looking after the toy cats and dogs.

Children select from a range of books, chosen to help them learn in a fun way. They listen to the childminder expressively reading a story about using a potty, and eagerly recall when they used a potty at home. They look through a book about handwashing, saying they must 'wash away the germs'. Children are eager to help the childminder. They pick up books when they have finished with them, putting them tidily away.

Children play outside in the safe, secure garden. They pretend to buy items from a shop, laughing as they remind the childminder she asked for potatoes not carrots. Children are curious why they can hear an aeroplane but cannot see it. They listen to the childminder explain about the heavy clouds, helping them understand more about the weather. Children have regular opportunities to become familiar with the local area. They excitedly talk about feeding the ducks and running races on the nearby green. They mix with other children when they attend community groups, supporting their developing social skills.

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

- The childminder has a clear vision for her childminding. She says how important it is that children are happy, and wants them to learn something new every day. She evaluates her provision and describes what she does well. However, she is not as confident to identify ways to improve her practice. As a result, she does not sharply focus on building her existing skills, or thoroughly reflect on improvements to enhance children's experiences even further.
- Children make good progress. The childminder collects information from parents about their children's achievements when they first start. She carries out regular assessments and monitors children's ongoing development. She identifies realistic next steps in their learning, building on what they already know and can do. For example, she supports children's attempts to make their first cuts with scissors.
- The childminder interacts with the children in a warm and friendly manner. She plays alongside them and becomes actively involved, responding to their cues. For instance, she swiftly creates a pretend oven out of a bookshelf when children cannot fit the baking tray into the cooker of the play kitchen. This leads to meaningful conversations about whether the cakes are ready and being careful as the tray might be hot. However, occasionally, the childminder does

not give children enough time to answer questions and can be over directive, so they have fewer opportunities to explore their own ideas.

- Children enjoy identifying shapes on a poster. They quickly recognise the star, square and circle. The childminder uses this interest to extend their vocabulary. She names the more complex shapes, such as 'octagon' and 'hexagon'. The childminder shows them how many sides the shapes have and children practise saying these new words.
- The childminder uses playful opportunities to develop children's understanding of basic mathematics. She asks them to guess how many steps it will take to reach the end of the garden, and they count together to see if they are right. She draws their attention to a flock of birds sitting on the aerial of a nearby house. Children concentrate as they try to count how many there are before they fly away.
- The childminder supports children to be independent. She enthusiastically praises them for putting on their own shoes and they smile proudly. They stand on a low step so they can reach the taps to wash their hands by themselves.
- Parents comment that they appreciate the childminder's 'home-from-home environment'. They feel well informed and enjoy receiving photographs of their children involved in activities. They describe the childminder as 'kind hearted' and 'caring'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to protect children. She completes training to keep her safeguarding knowledge up to date. The childminder describes signs and symptoms that could alert her to children being at risk of harm. She is also aware of wider issues that may impact on children's well-being. This includes exposure to extreme views or behaviours. The childminder is confident of actions to take to report her concerns, and displays key contact numbers so they are readily accessible. She recognises the importance of monitoring children's attendance to identify patterns that may indicate that their welfare is compromised.

What does the setting need to do to improve?

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

- evaluate the quality of provision more precisely, sharply focussing on ways to improve practice to enhance children's experiences even further
- adapt questioning techniques, allowing children more time to respond and to freely explore their own ideas.

Setting details

Unique reference number	403966
Local authority	Essex
Inspection number	10127069
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	4
Number of children on roll	6
Date of previous inspection	15 January 2015

Information about this early years setting

The childminder registered in 1992 and lives in Witham, Essex. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The childminder explained to the inspector how she organises her provision and the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the children playing indoors and outside throughout the inspection, and evaluated the quality of the childminder's interactions.
- The childminder showed the inspector a range of documentation, including registers, accident records and her safeguarding policy.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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