

Childminder report

Inspection date: 26 October 2021

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

Children have lots of opportunities to play and learn outdoors and to be physically active. They enjoy, and benefit from, visiting places in the local community that help to broaden their experiences. For example, they take daily walks to parks and fields, and observe building sites from a safe distance. Children show that they feel safe and secure in the care of the childminder and her assistants. They enjoy friendly interactions and confidently explore the inviting and homely environment. The childminder and her assistants provide a secure foundation from which children are eager to learn.

Children enjoy nutritious meals and snacks and sit together as they eat. Good hygiene practices are built into the day. For example, children's hands are washed before meals and after using the bathroom. However, the childminder and her assistant do not encourage children to become more independent in their self-care. Children settle gently to sleep after lunch in their individual sleeping bags with relaxing music. The childminder and her assistants actively promote cooperation between the children and encourage them to play with one and other. Children take part in daily circle-time and rhyme-time activities that help them to speak, sing, listen and respond respectfully to each other.

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

- The childminder and her assistants know how children learn and develop, and use this knowledge to help children make good progress. For instance, they help children to develop their physical skills. Children use their whole bodies and develop their large movements and muscles when they are walking, running and jumping. They develop their finger muscles while they construct, draw and eat. The childminder provides children with interesting sensory experiences. For example, children explore the texture of soil with corn kernels, rice and chickpeas to re-create a building site with vehicles.
- The childminder uses her secure knowledge of how children learn to gather evidence to support her assessment of children's good development. She is able to identify any gaps in their learning and takes action to close these. The childminder knows who to contact for professional support if she has concerns about a child's progress, to make sure that all children achieve their potential.
- Children develop good communication skills. They talk excitedly to one another as they learn and eat together. For example children comment to each other that 'the grapes were so fuzzy and juicy and sweet'. The childminder and her assistants talk clearly to children and are good role models. They listen to children speaking and provide a narrative as they play and learn. This helps children to make sense of what they are doing and to widen their vocabulary.
- Partnerships with parents are strong. Parents think highly of the childminder and

her assistants. They appreciate good communication and feel that they understand their child's learning. The childminder shares what children are doing and learning with parents verbally and through photos and updates. This includes the progress check when children are between the ages of two and three years. Parents are happy with the care and education their children receive and value the feedback about their children's progress.

- Children enjoy literacy activities such as rhyme time. The childminder provides books at planned times. However, the children do not have other, more spontaneous opportunities to explore books, to further enhance their literacy development.
- Children behave well. They show that they are fully aware of the childminder's high expectations. Children consistently use good manners and play pleasantly together. Group times are positive and interactive experiences for children and help them to feel a strong sense of belonging. Children enjoy home-cooked meals and fresh fruit and vegetables as part of a healthy and balanced diet. They enjoy being with each other and talk to the childminder and her assistants as they eat their snack together.
- The childminder supports her assistants to attend the training required for their roles. This helps the assistants to acquire the knowledge and skills they need and supports their high-quality practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to follow safeguarding procedures in line with her local area requirements. She knows how to identify possible concerns of abuse and how to report these concerns to the relevant professionals. This includes identifying risks associated with exposure to extreme views and practices that cover broader areas of safeguarding. The childminder keeps up to date with current practice by completing regular training, and provides training to her assistants to support their safeguarding practice.

What does the setting need to do to improve?

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

- help children to experience a wider range of opportunities to develop their understanding of books
- consider ways to help children to become more independent in everyday routines, including those that help them manage their self-care.

Setting details

Unique reference number	EY559436
Local authority	Essex
Inspection number	10190319
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	5
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Loughton. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The inspector spoke to parents and read written feedback to gather their views.
- The inspector reviewed evidence of the suitability of household members.

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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