

Childminder report

Inspection date: 23 March 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are content, relaxed and happy in the care of the childminder. They have secure routines and know what is expected of them. When they are asked if they want snack, children join in with tidying away the toys and know they need to wash their hands. Children enjoy joining in creative activities. Babies spend time exploring how paint feels on their hands and are learning how to use their finger to make marks on paper. Young children show their developing physical skills as they make more precise marks with paint and concentrate well.

The young children the childminder currently cares for are learning how to use gestures and words to make their needs known. The childminder is responsive to children's requests, such as helping them to reach toys they point at. This helps children to know they can choose for themselves as they learn to use their voices. Children are learning how to play cooperatively and their behaviour is good. They are developing good independence skills and persevere with tasks, such as putting on their shoes. Children have their own designated places to rest. This helps them to feel secure and they settle themselves to sleep very well.

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

- The childminder gets to know children well when they start to attend. She carries out home visits to help her to get to know children and families in their familiar environment. The childminder gains useful information from parents about what children know and can do. This enables her to identify children's starting points in learning from the outset.
- The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next. Children are making good progress.
- Children have many opportunities to be active and enjoy spending time outdoors. They use their large muscles for climbing up steps on slides and riding around the garden in cars. The childminder provides activities that encourage children to explore. Babies contentedly sit in a tray of coloured rice. They enjoy the sensory experience of how it feels as it trickles through their fingers and toes.
- Parents are complimentary about the childminder. They say their children are learning well and comment how happy they are to attend. The childminder provides parents with information about how to support their children's development at home.
- The childminder skilfully teaches mathematics as children play and take part in activities. She counts with children as they make marks with paint and uses positional words, such as 'next to'. Children show an interest in numbers as they look at the displayed number line. They are learning to move from left to right

as they point at each number as the childminder counts.

- Children receive good support to develop their personal, social and emotional skills. From a young age, they learn to share resources, take their turn and show care and consideration to others. Children thoroughly enjoy mealtimes, where they relish the healthy food parents provide. They sit together with the childminder and obviously enjoy each other's company.
- The childminder demonstrates a strong commitment to her work. She reviews her practice and identifies areas she wants to further strengthen. The childminder has recently adapted her curriculum to meet the needs of the younger children now attending. However, the childminder is not sufficiently focused on identifying and using professional development opportunities to further extend her knowledge and teaching skills.
- The childminder provides some opportunities for children to learn about different people and communities, such as through the toys she provides. However, she has not fully considered how to use children's own experiences and backgrounds to help them to develop a rich and meaningful understanding of families and communities beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and promote their welfare. She has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. The childminder knows how to contact relevant agencies in the local area, to seek advice or to make referrals. She has a clear safeguarding policy, which she uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

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

- use evaluations of practice to identify professional development opportunities, in order to further strengthen existing knowledge and skills
- strengthen opportunities for children to have rich experiences to learn about families and communities beyond their own.

Setting details

Unique reference number	EY281248
Local authority	Essex
Inspection number	10127118
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 October 2015

Information about this early years setting

The childminder registered in 2004 and lives in Loughton. She operates all year round from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jill Hardaker

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 her and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They also discussed children's development and the progress they are making.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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 2022