

Childminder report

Inspection date: 7 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 extremely settled, happy and confident in the setting. They have exceedingly good friendships with each other, despite the age difference, which helps to support their social skills. Babies wake from their morning sleep happy and keen to see their friends. Children behave really well and use 'please' and 'thank you' when speaking to each other and the childminder. They share resources and take turns in group activities. For example, children wait patiently for their friends to get their snack before taking their own turn.

Children make good levels of progress in relation to their starting points. They enjoy a range of activities that help to support what they need to learn next. For example, children decorate chicks with pom-poms, feathers and glittery dots ready for Easter, and learn to use glue sticks to attach their chosen decorations to their chicks. They use pens to create their own marks as representations of their name. Children use their developing mathematical skills to count the dots on the backs of wooden ladybirds, before matching them correctly to numbered leaves. Children have daily opportunities to be outside in the fresh air. They enjoy playing in the childminder's garden and in the local woods.

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

- The childminder provides children with activities that help them to understand how to stay healthy. For example, she encourages them to use pens to colour in large teeth to represent the plaque that builds up during the day. Children use wipes and toothbrushes to 'clean' the teeth. However, the childminder does not always consider the age range of the children in order to differentiate activities to suit each child's needs.
- Overall, the quality of education is good. The childminder constantly narrates what children are doing to help develop their communication and language skills. However, sometimes, she fails to build on additional learning opportunities that arise. For example, the childminder does not consider additional ways to help children further improve their physical skills when trying to serve themselves fruit at snack time.
- Partnerships with parents are effective. Parents comment in written testimonials that they are very happy with the care their children receive from the childminder. They appreciate the daily feedback and share information about how their children have been over the weekend. This helps to support continuity of care to meet children's individual needs. The childminder shares her observations of children with parents so that they can help support their children at home. Parents are encouraged to share what their children do and learn at home.
- The childminder provides children with healthy meals and snacks. She

encourages children to try new fruits and vegetables, and praises them for eating different foods. Children are keen to try plums, baby sweetcorn and blueberries, which helps them to have a positive attitude towards food.

- Children have lots of opportunities to develop key skills for their future. For example, the childminder encourages them to be independent and manage their own personal care needs. Children recognise when they need to wash their hands, and go off to find their own shoes and coats ready to go outside.
- Babies enjoy exploring their surroundings. They show high levels of curiosity and fascination in a basket of different shaped wooden objects. Babies happily push buttons on musical toys which reward them with lights and sounds. They quickly learn which buttons to push to recreate their favourite sound. This helps to develop their understanding of simple technology.
- The childminder makes good use of her links with the local authority and membership of childminding groups to help support her professional development. She regularly meets with local childminders and knows how to contact other professionals, such as health visitors, should she need guidance or support.
- There are good partnerships with the local school. The childminder collects children from school and relays messages from the teachers back to the parents. This helps to promote good continuity between children's homes, school and the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She is aware of the signs and symptoms which may indicate a child is at risk of harm or abuse. The childminder knows the local reporting arrangements in the event of any concerns. She updates her safeguarding training regularly to ensure that she is aware of any changes and new guidance. For example, the childminder knows what to do if she is concerned that a child or their family is at risk of radicalisation.

What does the setting need to do to improve?

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

- consider ways to increase children's participation in adult-led activities, taking into account their individual ages and stages of development
- develop the quality of teaching further, to make the most of every opportunity to build on and extend children's learning.

Setting details

Unique reference number	EY265492
Local authority	Southend-on-Sea
Inspection number	10137555
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	0 to 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	8 December 2015

Information about this early years setting

The childminder registered in 2003 and lives in Leigh-on-Sea. She operates on Monday afternoons and from 7.30am to 6.30pm Tuesday to Thursday, for 48 weeks of the year.

Information about this inspection

Inspector
Sue Buckingham

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 showed the inspector all areas of the premises and discussed how she ensures they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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