

# Childminder report

---

Inspection date: 19 April 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in the childminder's care. They form strong bonds with the childminder and her assistant. Children with special educational needs and/or disabilities progress well. They interact positively with the adults around them. For instance, they complete familiar hand signals to communicate with the childminder's assistant.

Children are active and develop their physical skills. They listen carefully to the childminder and follow instructions. For example, they climb up the steps on the soft-play equipment. They stop what they are doing and listen to the childminder when she reminds them to sit down before they slide down the soft slope. Children are helpful and complete tasks willingly. For example, they collect the banana skins after snack and put them into the bin. They smile happily when the childminder praises them for what they have done.

Young children learn to count effectively. They attempt to count the number of items on a table, saying some numbers out of order. They persevere with the childminder's help. They count again carefully as the childminder points to each item in turn. This helps them to gain an accurate understanding that numbers have meaning.

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

- The childminder knows the children she cares for well. She gathers information from parents before children start. This supports her to provide them with resources that interest them. She recognises individual children's needs and supports them effectively. The childminder works in partnership with other professionals, such as staff at other settings children attend. She finds out what topics the children are covering. This helps her to build on children's prior learning. Children take an active role in building on their learning further. For instance, they choose pictures to print out and colour, relating to the current topic they are learning about at the nursery they also attend.
- The childminder undertakes regular professional development. For instance, she completes online courses and shares the information she gains with her assistant. She continuously discusses children's progress with her assistant, so that they can both support children's learning. She works closely with other childminders, sharing ideas and experiences. The childminder considers how the information she gathers from others may have an impact on her own provision. This demonstrates her highly reflective nature.
- Parents are happy with the service the childminder and her assistant provide. They form trusting relationships. The childminder keeps parents informed about the progress their children make. Parents feel confident to share information

with the childminder about what is going on at home. This helps the childminder to support children appropriately. The childminder also supports parents. She shares her professional knowledge with them. For instance, she speaks to parents about the effects of dummies on children's development. They discuss how they can manage this together. As a result, children receive consistent messages from the childminder and their parents.

- Children behave positively. Older children interact kindly with younger children. The childminder gently reminds them to be careful of the younger children if they become overly excited. They respond by instantly calming down. The childminder instinctively meets children's emotional needs. For instance, she gives them hugs and reassurance if they become upset, such as when they are tired.
- The childminder does not yet support younger children's language development as effectively as she could. For instance, she, sometimes, uses long and complicated sentences when speaking to young children. This means that they, sometimes, miss out on opportunities to hear and use new words relevant to their play and learning.
- On the whole, children stay focused and engage well. They choose resources independently and happily play with what they have chosen. However, occasionally, some children lose interest in what they are doing. They, sometimes, receive less support from the childminder, such as during adult-led activities. As a result, they struggle to make the most of their learning opportunities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her roles and responsibilities to keep children safe. She completes regular safeguarding training to ensure that her information is kept up to date. The childminder's assistant also understands his role in safeguarding children. He is aware of the process to follow should he need to raise concerns regarding the childminder's suitability. The childminder ensures that her policies are updated regularly. This supports the childminder and her assistant to raise their concerns promptly to the relevant authorities, should they need to.

## **What does the setting need to do to improve?**

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

- provide children with more opportunities to hear and learn relevant vocabulary appropriate to their age and stage of development, so that they can communicate and share their knowledge more effectively
- enhance children's levels of engagement and concentration, so that they can build on their learning and development even further.

## Setting details

<b>Unique reference number</b>	EY365094
<b>Local authority</b>	Essex
<b>Inspection number</b>	10219431
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	12 August 2016

## Information about this early years setting

The childminder registered in 2007 and lives in Loughton. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder is eligible to provide funded early education for children aged two and three years.

## Information about this inspection

### Inspector

Jenny Hardy

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector read written references from parents. She took their views into consideration.
- The inspector observed the childminder and her assistant interacting with the children. She discussed the curriculum on offer and considered the impact of this on children's learning.
- The inspector viewed a selection of the childminder's documentation, including accident logs, qualification and training certificates and insurance documents.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022