

# Childminder report

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Inspection date: 20 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

The childminder is caring and attentive. All children form secure emotional relationships with the childminder, her assistant and their peers. Children are happy and settled, which allows them to play and learn in a secure homely setting. Children enjoy a well-organised environment which is filled with activities that support learning and cater for children's individual interests. They freely access the garden and take full advantage of planting and growing in the mini greenhouse. For example, children are excited to show visitors the berries and tomatoes that they have been growing and looking after. They explain what the plants are growing into. For example, they say, 'We are growing tomatoes.'

The childminder carefully thinks and plans for every child's development and progression on a regular basis. This helps to support their learning through play and social interactions. Children select their favourite books, and the childminder encourages them to re-enact parts of the story as she reads. For example, children use their imagination and pretend to be animals from a favourite book. They run into the garden to act out a short scene and then return for the next part of the story.

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

- The childminder creates a curriculum that links to children's interests and what they are ready to learn next. She discusses children's starting points with parents and how best to support their child's learning further. Children learn through play and focused time with the childminder.
- Children learn about how sensible hygiene routines contribute to their good health. For example, they line up to wash their hands at the handwashing station and follow the pictures on how to wash their hands correctly while being supported by the childminder.
- Children enjoy taking responsibility for small tasks, such as helping the childminder to set up for snack time. The childminder provides healthy food choices for children. However, some children, who are soon to be of pre-school age, sit in high chairs to eat their meals. This means that they do not have enough opportunities that help them to be prepared effectively for when the time comes to move on to the next setting.
- Children are making good progress in their learning. They are inquisitive and enjoy demonstrating what they know through sharing their ideas and experiences. The childminder helps children to learn about numbers and colours. They are beginning to count and understand about shapes.
- The childminder understands about partnership working. However, she has not considered further ways to work with other professionals to help close any emerging gaps in their learning.

- The childminder supports the children to resolve conflicts and models positive behaviour and attitudes. This helps children to learn about negotiating and sharing. For example, children wait their turn for a ride on their favourite car. The childminder distracts young children with a story. When it is their turn, they are happy to have a go.
- Partnerships with parents are effective. Information gathering is consistently embedded in the childminder's practice to gain a good understanding of each child's development and progress at home and at her setting. This helps the childminder to plan her curriculum effectively.
- The childminder regularly attends training to develop and refresh her current knowledge and skills. She takes every opportunity to undertake training on specific aspects of learning and development to support children's progress.
- The childminder provides good support for children's language development. She talks to children about what they are doing during activities and asks questions that engage their thinking.
- Children demonstrate positive attitudes to learning. They show resilience and determination to keep trying. Children learn how to keep safe and understand the childminder's rules.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children safe and secure. She keeps herself up to date with training requirements and takes advantage of courses that may support her practice. The childminder is fully aware of safeguarding procedures and who to contact should a child be at risk of harm. The childminder takes safeguarding very seriously and is aware of the procedures to follow should an allegation be made against her or her assistant. Risk assessments are in place and are adhered to, which ensures that children continually play in a safe environment.

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

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

- have higher expectations during mealtimes of children who are of nearly pre-school age
- strengthen links with outside agencies to seek support and advice where there may be emerging gaps in children's development, in order to narrow these gaps.

## Setting details

<b>Unique reference number</b>	2544602
<b>Local authority</b>	Essex
<b>Inspection number</b>	10215492
<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>	2 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Buckhurst Hill, Essex. She operates all year around from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Gemma Witchell

### 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 had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and observed the impact on children's learning.
- The childminder shared parents' written views with the inspector.
- The inspector viewed a range of key documentation, including 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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