

# Childminder report

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Inspection date: 5 July 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**

Children are well settled and relaxed in the childminder's care. They develop social skills and friendships. For instance, children work collaboratively as they explore a sand box and resources. They talk to each other about what they are doing and each find containers to scoop up sand from the box to transport it. Children enjoy group times. They sing a welcome song to their friends and are keen to have their turn at self-registering with their photos. The childminder encourages children to choose the songs the group will sing together. Children join in and use sign language alongside actions.

The childminder communicates her expectations for children's behaviour in a positive way and involves children in helping to care for their space. Children are helpful. They are keen to complete useful tasks, such as sweeping up escaped seeds, laying the table for lunch and putting up registration photos for staff. Older children fetch toys for younger children and return them if the toys roll out of their reach. They recall key rules and tell the inspector 'sharing is caring' as the childminder helps them to divide up play dough for their friends. Children are independent and relish doing things for themselves. For example, they enjoy following instructions to make the play dough and select which herbs to scent it. They use different tools to roll out their dough before choosing natural items, such as seeds and leaves, to make art.

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

- The childminder regularly evaluates her provision with her assistant and co-childminder. She considers how well the activities, resources and routines are meeting children's needs. As part of this, she has identified her own training gaps in relation to her knowledge of specific learning needs. However, she does not extend this reflective action to her assistant, to promote their individual development of teaching skills and knowledge.
- Parents report how much their children enjoy attending and that they often see them demonstrating new skills and things they have been learning with the childminder. For example, children talk about butterfly life cycles and begin to write their name. Parents note how well the childminder works with her co-childminder.
- The childminder and her assistant promote children's mathematical skills well. For instance, her assistant leads a counting and matching activity with a small group and encourages them to count teddy bear figurines one by one and match counters to blocks with holes in.
- The childminder ensures books and resources reflect the wonderful diversity of our world. She ensures that children can see themselves meaningfully represented in books, toys, dressing-up clothes and personal care tools for role

play. This helps to promote children's self-esteem and celebrates their uniqueness.

- The childminder provides children with interesting, hands-on experiences in response to their fascination with the natural world. Following on from their interest in looking at bugs outside, she helps children to observe and care for caterpillars in a tub.
- The childminder works with her assistant and co-childminder effectively. They organise themselves to ensure the daily routine and activities run smoothly and all children benefit from quality one-to-one time or in small groups with an adult.
- The childminder works with parents to provide a consistent approach to children's care and learning. For instance, she plans opportunities for children to learn about everyday skills, such as brushing teeth and visiting the dentist. She teaches children about the importance of caring for their teeth and encourages them to practise brushing toy teeth with real brushes and paste. They look at pictures of different dental tools and talk about what dentists do.
- While the childminder is a skilled communicator and promotes children's speech and language well, at times, she does not provide enough specific detail or explanation to help children understand why or how things happen or work.
- The childminder has undertaken research to purchase resources to support children's learning in targeted areas. She uses additional funding effectively to promote children's progress and enhance their experiences in her setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns, including any about the suitability of adults who work with children. She ensures she keeps her knowledge up to date with regular training. She has also accessed additional training on specific safeguarding issues, such as female genital mutilation.

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

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

- extend professional development opportunities for assistants with targeted coaching and training to develop skills and knowledge further
- strengthen understanding of how to help children learn about more complex topics, such as how or why things happen, to further improve the curriculum for understanding the world and children's thinking skills.

## Setting details

<b>Unique reference number</b>	EY559201
<b>Local authority</b>	Essex
<b>Inspection number</b>	10191367
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Basildon, Essex. She provides care from 7am to 7pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works alongside a co-childminder and an assistant. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Oakley

## 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder discussed all areas of the premises with the inspector to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector spoke to children and parents at appropriate times during the inspection.

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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