

Childminder report

Inspection date: 5 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident and settled. They build warm relationships with the childminder and enjoy her company. The childminder is a good role model who speaks in a kind and warm way with children. She encourages good manners and provides reassurance and cuddles to help children settle on arrival. Children are kind. They find toys for younger children and fetch them if the toys roll out of the younger children's reach. The childminder knows children well and has high expectations for them. She provides opportunities for the older or most-able children to stretch and challenge their skills. For instance, she encourages them to recall past learning to decide how to approach problems or work something out, such as how to fairly share pieces of fruit.

Children demonstrate that they feel safe and secure. They are familiar with the daily routines of the setting and move confidently around the purpose-built premises and garden. From a young age, they understand to line up at lunchtime to take turns serving themselves, and they all gather in the group area when it is time for a story. Children also know the key rules for behaviour. For instance, they recall that they need to use 'walking feet' and to 'pick up toys so we don't trip over!' Children develop self-care skills. They look in a mirror to wash their faces after mealtimes and know about the importance of wearing sun cream and hats on hot days. They respond well to the childminder's encouragement to try different foods and can recall why fruits and vegetables are particularly good for them.

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

- The childminder works closely with her co-childminder to deliver a broad curriculum across all seven areas of learning. She uses her knowledge of what children already know and can do to plan activities that will capture their interest and build their skills and knowledge. The childminder regularly reflects on how children are progressing and what they enjoy doing, to identify ways to improve.
- Parents comment on how much their children enjoy attending and that they regularly demonstrate new skills and things they have been learning. For instance, children talk about healthy foods and point out the letters of their name in road signs. They also praise how well the childminder works with her co-childminder. Parents feel well informed about their child's progress and how they can work with the childminder to support their learning.
- Children develop a positive attitude towards learning. They listen carefully and join in with group activities with enthusiasm. For example, they enjoy accessing a range of attractive creative materials, including patterned tape, ribbons and string, relishing the freedom to explore these according to their own ideas and imagination.
- The childminder has completed all mandatory training and has recently visited a

'best practice' room to get new ideas for developing the provision. She is also considering further qualifications to deepen her understanding of child development and enhance her teaching skills, including those for working with children with special educational needs and/or disabilities.

- The childminder makes use of everyday routines to promote children's speech and language skills. When children use a knife to cut their fruit up at snack time, she keeps a commentary of their actions, offers clear choices and provides interesting vocabulary. For instance, she talks to older children about the 'lovely, fresh strawberries' and talks about where they come from. To younger children, she comments 'chop, chop, chop' and 'up and down, lovely slicing' as they cut up bananas. Children recall the names of lots of different fruits later when reading a book about a hungry caterpillar.
- The childminder provides children with interesting experiences to spark their fascination with the natural world and science. She follows their interest in caring for caterpillars in a tank, and invites children to go on a bug hunt. As part of this, she provides specialist tools, such as magnifying glasses and binoculars. She introduces lots of relevant vocabulary, and promotes children's mathematical skills when encouraging them to count insects' legs and notice key features to identify them. However, the childminder does not promote children's correct use of the specialist tools or provide them with a deeper understanding of the world around them and how things work.

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 that 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:

- access further professional development and training to deepen knowledge and enhance teaching skills
- strengthen the approach to promoting children's understanding of the world around them and how things work.

Setting details

Unique reference number	EY560122
Local authority	Essex
Inspection number	10191368
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 4
Total number of places	9
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and works in Basildon, Essex. She operates 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 2 and works alongside a co-childminder. 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 setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation.
- The childminder took the inspector on a learning walk across all areas of the premises 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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