

Childminder report

Inspection date: 7 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 make good progress in the childminder's care. She knows their needs well and uses this information to provide activities that reflect their progress and needs. Children feel welcomed and supported by the childminder. They play happily together in the garden as they feed and care for their toy animals. They brush each other's hair and then brush the childminder's hair as they learn to be gentle with each other and themselves. The childminder uses a softer tone of voice to help children understand gentle behaviour.

Children admire themselves in the mirror as they look at how they have styled their hair. The childminder encourages them to look at the features of their faces, such as their teeth and eyebrows, and they see what they look like when they smile. The childminder introduces other areas of self-care, for example as children examine their teeth in the mirror and discuss how they keep their teeth healthy. This helps children to learn how to promote their own health. The childminder encourages children to develop their physical skills as they move their bodies to music and do actions to familiar songs, such as 'Incy Wincy Spider'. They play along with musical instruments, using keyboards and drums to join in the lively singing.

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

- The childminder has a clear understanding of how children develop and learn. She uses this, and her knowledge of the experiences that children have before they come to her, to create learning experiences and opportunities that help children to make good progress. For example, she provides plenty of outdoor play for children who may not have had access to gardens. The childminder makes learning experiences enjoyable. For example, children play at tipping, pouring and splashing in water at snack time, which encourages them to drink more water to keep themselves hydrated. The childminder supports younger children as well, as they try to pour their water into their cup. She gives lots of praise for their efforts, successful or not, and this helps children to develop high levels of self-esteem.
- The childminder adapts activities to support children's interests and needs. She models and extends language, and children learn from copying and echoing things she does. For example, she demonstrates to younger children how to use a funnel and to tip and pour water into different containers. The childminder encourages children to learn new language, such as the 'splashing' of the water, and to hear and describe the sound this makes. She extends children's play as they fetch model animals in the cups, and the cups become boats. The childminder is engaging and enthusiastic, which helps children to develop a love of learning.

- The childminder has taken effective steps to update her knowledge since registration. She works with other providers and attends training to keep up to date with any changes and to help her reflect on her practice. She takes steps to consider how she works with children and to adapt her practice to their individual needs. The childminder establishes children's starting points clearly. She has identified some learning intentions and areas to focus on individual children's development. However, these are not always sharply focused. This means that, at times, the childminder does not successfully extend activities, or follow all of children's emerging ideas, to support their best progress.
- The childminder has established effective relationships with parents. She communicates with them about children's development daily. The childminder works closely with parents to support important stages in their children's development, such as potty training. However, she has not made the most of relationships with parents to discuss all aspects of children's care. Parents report that they are happy with the education their children receive. They praise the childminder's support for their children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands child protection matters. She is able to explain how she would recognise and take action to address areas of concern about the welfare of a child. She is familiar with the arrangements of relevant local agencies so that she is able to share any concerns without delay.

What does the setting need to do to improve?

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

- extend activities further to help children to follow their own emerging ideas to their conclusion, to support their best possible progress
- develop relationships with parents further to exchange all relevant information about children's care needs.

Setting details

Unique reference number	2521678
Local authority	Essex
Inspection number	10208085
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates all year round from 8.30am to 3.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Naomi Brown

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 viewed all areas of the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- 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 documents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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