

Childminder report

Inspection date: 19 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 develop their language and vocabulary well. This helps them to become effective communicators. They learn new words relevant to their experiences and listen eagerly as the childminder talks to them about 'kneading' the dough they make. Children readily demonstrate their strong communication skills. They give their friends clear instructions about how to use the pasta machine to roll out the dough.

Children are helpful and complete tasks without prompting. For example, they tidy up the paint from the table, instinctively putting the wipes in the bin when they have finished. Children complete tasks independently. They cut their fruit at snack time. Children recognise the importance of keeping safe in the sun. For instance, they put their own sun cream on. They happily wait for the childminder to check that they have covered themselves properly so that they are fully protected.

Children learn to count and recognise numbers. Some children keenly count the dots on padlocks and find the corresponding number on a key. They persevere and respond positively to the childminder's gentle encouragement if they are not right the first time. Children who are more confident in this skill move on to recognising the numbers by sight, without having to count each dot in turn. Children are proud of their achievements when they successfully unlock the locks with the correct key.

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

- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the local woodland. Children learn about road safety as they walk along with the childminder. They follow her instructions, waiting patiently for her when she tells them. The childminder has recently started litter picking with the children. This helps to build children's understanding of how to care for the environment and strengthens their small muscles.
- The childminder regularly reflects on her provision, recognising how she can improve things further. She completes regular training to keep up to date with changes within the industry. The childminder works with other professionals. For instance, she supports other childminders who are establishing their business. The childminder shares information regarding children with staff at other settings children attend. This helps to support children's welfare.
- The childminder makes the most of every opportunity to build on children's learning. For instance, she uses snack time to build on children's understanding about capacity. She speaks to them about how the jug she is filling is half full. Children enjoy activities to build on this further. They fill cups of flour as they make play dough with the childminder. They demonstrate that they understand

what the childminder says. For example, they keep adding flour to the cup until it is full to the top after she asks them to do this.

- Parents are happy with the care the childminder provides. They find her to be kind and compassionate. They receive regular updates about what their children have done during the day. The childminder communicates with parents about their children's learning and development. However, she does not provide enough support for parents to enable them to continue to build on their children's learning at home. As a result, children cannot make the most of opportunities to build on what they have already learned with her when they are away from her setting.
- The childminder places great importance on operating an inclusive setting. She knows each child's individual family situation and adapts activities so that all children can feel involved. Children recognise that the childminder values them. They enjoy opportunities to learn about the different cultures of the children around them. They try traditional food from the different cultures of their friends. This builds on children's understanding that everyone is different.
- The childminder supports children to share and take turns when they need help. She identifies areas where children need further support with their emotional development. For instance, she recognises that some children struggle to understand how their actions make other people feel. However, despite recognising this, the childminder does not support them well enough to develop their understanding effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues, such as how to identify children who may be at risk of exposure to extreme views and behaviour. The childminder has policies in place which she can follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

What does the setting need to do to improve?

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

- provide further opportunities for parents to extend children's learning at home so that they can make even more rapid progress in their development
- build on children's emotional understanding even further to help them recognise the impact of their behaviour on others around them.

Setting details

Unique reference number	EY562140
Local authority	Essex
Inspection number	10190955
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	0 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Basildon, Essex. She operates all year round, from 6.15am to 4pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The views of parents were gathered by the inspector. She took their opinions into consideration.
- The inspector viewed a range of the childminder's documentation, including suitability documents for the 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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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