

Childminder report

Inspection date: 27 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 settle quickly into the childminder's care. They form strong bonds with her, turning to her for support and comfort when they need to. Children receive a range of new experiences. These develop their understanding of the wider world. For example, they go on outings and travel on buses and trains to get there.

Children demonstrate high levels of engagement. They focus at activities for long periods. They explore different ways to use the toys, leading their own play freely. This contributes towards children strengthening their skills and abilities.

Older children become highly independent. They persevere as they put their shoes on for themselves. They recognise when something is not right and rectify this. For instance, they untwist the fasteners independently. They get themselves dressed when they need to change their clothes after getting wet when playing in the water.

Children develop strong physical skills. They move around the childminder's home and garden safely, negotiating steps carefully by themselves. Children independently carry heavy containers. They lift them and tip the water into trays in a controlled way so that they do not spill any of the water over the side.

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

- Young children begin to develop their speech. They learn to be polite and use manners appropriately. For instance, they say 'thank you' to their friend when they pass them a crayon. The childminder speaks to children about their own experiences. For example, she talks about their recent trip to the farm. The youngest children use animal noises to communicate with her about what they saw on the outing.
- The childminder knows the children she cares for well. She uses the information she gathers from parents effectively. She provides children with activities relevant to their age and stage of development. The childminder tracks children's progress regularly. This supports her to identify appropriate next steps in their learning.
- The childminder adapts activities in response to children's emerging interests. She follows their lead instinctively. For instance, she adapts her plan for an activity and provides children with more water to play with when they show an interest in this. She adds appropriate tools and resources to support the activity even further. This helps children to remain motivated in their learning experiences.
- Parents are happy with the care that the childminder provides. She keeps them informed about the progress that their children make. She provides parents with

support and advice. For instance, the childminder discusses strategies with them to support children with toilet training. This gives children consistent support between home and the childminder's setting.

- The childminder reflects on the provision she offers. She is proactive in adapting her service to provide the best possible care to the children who attend. She takes the children to meet up with other local childminders and the children they care for. They attend groups together. This helps children to build on their social interactions with others.
- Children generally follow the childminder's instructions well. They help with tasks, such as tidying up the toys when the childminder asks them. However, occasionally, children do not know what the childminder expects of them. For instance, children sometimes get up and walk around with food during mealtimes. This is because the childminder has not shared her expectations clearly enough about the rules for mealtimes with the children.
- The childminder keenly participates in training, including regular online webinars. She completes research and training which interests her, such as training to support children's curiosity. However, her professional development is not always focused enough to support specific areas that she is working on with the children. This contributes towards children not progressing as rapidly as they possibly could.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the possible signs of abuse and neglect. She understands how to identify children who may be at risk of exposure to extreme views or behaviour. The childminder is confident about the process to follow should she need to raise concerns regarding children's welfare to other agencies. She completes regular safeguarding training to keep her knowledge as up to date as possible. The childminder understands what to do should someone make an allegation 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:

- develop children's understanding of the expectations around mealtimes so that they can consistently follow the rules and routines in place
- focus professional development to further support children's specific targets and help to accelerate their learning and development.

Setting details

Unique reference number	EY558299
Local authority	Essex
Inspection number	10190118
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Basildon. She operates all year round, from 7am to 6pm on Monday to Friday, except bank holidays and family holidays.

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 and considered the impact of these interactions on children's learning and development.
- The views of parents were taken into account by the inspector through written feedback.
- The inspector viewed a range of documents, including suitability documents for the childminder and 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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