

Childminder report

Inspection date: 16 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very settled and secure in this home-from-home environment. They benefit from the childminder's playful interactions. Children follow her lead and enthusiastically roll play dough into a ball or flatten it with a rolling pin. These activities help children develop the small hand muscles they need to support their early writing. Children prepare their own snack under the watchful eye of the childminder. They carefully use a knife to slice a banana. The childminder guides them on how to cut up an apple safely. Children beam with delight and say, 'I did it', when they do this successfully. This contributes to promoting their self-esteem and gives them a sense of achievement.

Children understand ways to keep themselves healthy. For instance, they know when they need a tissue to blow their nose and place it in the bin after use. Children are becoming increasingly independent. They have worked hard to master doing up their own zip. They are proud to show the inspector that they can do it by themselves. Children go to the park and practise a range of physical skills. For example, they confidently climb up the steps of the slide. The childminder encourages children to listen out for different bird sounds and points out small birds in the trees. This supports children to build on their ability to observe and listen.

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

- The childminder uses online platforms and information from childminding organisations to keep her knowledge up to date. She reflects on her practice and makes changes to raise the quality of her teaching. For example, she now places more emphasis on the purpose of the activities she provides.
- The childminder engages in lots of conversation to promote children's communication skills. She encourages children to speak more by gently asking questions, and she listens intently to their answers. The childminder repeats back to the children what they say, when necessary, so that they hear the correct grammar and pronunciation.
- Children develop a love of books. They bring their favourite books over to the childminder for her to read. The childminder reads expressively. As a result, children are excited to see what is on the next page. They name objects in the book, such as 'pickle' and 'cocoon', and join in with familiar phrases. This helps to extend children's vocabulary.
- The childminder makes mathematics meaningful. Children have fun matching the coloured dough to the colour of the lids on the pots, when they tidy up. They play card games with the childminder and begin to understand taking turns. The childminder points to each dot on a dice as they count together. This helps children have a clearer understanding of the meaning of numbers.

- Parents provide information about what their children know and can do before they start attending the childminder's home. The childminder uses this information, and her own observations, to identify any gaps in children's development. Following this, she focuses her interactions to support children to learn and know more. The childminder liaises with parents to review their children's progress regularly. Parents say the childminder is supportive and caring and has played a significant role in their child's development.
- The childminder acknowledges that the COVID-19 pandemic had an impact on some children's development. She worked with another childminder to ensure children had greater opportunities to mix with others and become more confident in social situations.
- The childminder clearly explains what she wants children to know and achieve before they move on to the next stage of their education. She helps smooth their transition to school by promoting children's confidence and independence. However, she has yet to establish effective links with other settings children attend, to adopt a consistent approach to their learning and development.
- Children learn about their community when they go out for walks and visit local amenities, such as parks and soft-play areas. The childminder understands the importance of children learning about those who are different from themselves. However, she does not plan rich and varied experiences to successfully extend and deepen children's understanding of those with other abilities and from a range of communities and backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of her responsibility to protect children. She has completed safeguarding training to keep her knowledge up to date. The childminder shares relevant information with parents and older children, particularly about online safety. This helps to raise awareness and contributes to keeping children safe. The childminder is aware of the possible signs of abuse and the procedures to follow. This includes in the event of an allegation made against her or concerns she may have about others who work with children. The childminder reviews registers to help identify any patterns of non-attendance that may alert her to a child being at risk.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend, to promote continuity in their learning and development
- increase the range of experiences that help children develop a deeper knowledge and understanding of those whose lives are different from their own.

Setting details

Unique reference number	EY103441
Local authority	Essex
Inspection number	10234614
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	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2002 and lives in Hockley, Essex. She operates all year round, from 7am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays agreed in advance. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about how she plans her curriculum and what she wants children to learn.
- The inspector accompanied the childminder and children on a visit to the park.
- 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 inspector took account of parents' written views.
- The childminder showed the inspector documentation to demonstrate her suitability.

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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