

Childminder report

Inspection date: 24 January 2023

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| 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 thoroughly enjoy the time they spend with the childminder. They are excited to arrive and are eager to explore this warm, homely environment. Children develop close bonds with the childminder and her family. They cuddle up to her at story time, and chat affectionately about the games and trips out they enjoy with the childminder and her children.

Children demonstrate high levels of confidence. They happily engage with visitors, proudly discussing their achievements. For example, children show off medals they have won in gymnastics classes. They are excited to demonstrate the various new moves they have learned.

Children become deeply engaged in the numerous learning opportunities both indoors and in the large, well planned, garden area. For example, children spend long periods of time making various potions with the childminder in the outdoor kitchen area. They explore what happens when they mix various coloured liquids together and follow recipe cards to create their own 'meals'.

Children's interests are a priority when planning exciting and challenging learning opportunities. The childminder understands that children learn best when engaged in stimulating activities. For example, children learn to identify colours and explore new textures while painting pictures of their favourite cartoon characters.

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

- The childminder communicates well with parents from the start. She uses well structured settling in sessions to gather detailed information about children's early experiences. This enables her to provide learning opportunities children may not otherwise receive. For example, children develop their social skills when attending group play sessions with the childminder.
- The childminder encourages children to develop a good understanding of their personal safety. She supports them to identify risks in their play and discusses the potential consequences of using play equipment inappropriately. For example, children know not to climb on top of the climbing frame as they may fall off and hurt themselves.
- Children are polite and behave well in the setting. The childminder has a consistent approach to behavioural management. She encourages positive behaviour with lots of praise and supports children to understand the impact unwanted behaviour has on themselves and others. The childminder is a good role model. She consistently demonstrates good manners towards children and adults.
- The childminder reflects diligently on all areas of her practice. She continually

assesses the environment and adapts her setting to meet the changing needs of children. For example, the childminder has made alterations to the clocks in the house. This supports older children in learning to tell the time correctly.

- Partnerships with parents are strong. The childminder works hard to establish effective means of communication to meet the needs of all families. Parents appreciate the detailed information they receive about children's daily routines and progress. They comment on how the childminder considers their personal values and approaches to parenting when caring for children. This supports children to settle swiftly and feel secure in her care.
- The childminder monitors children's progress closely. She completes regular, detailed assessments to identify areas for development. The childminder shares her findings with parents, along with ideas to further support children's development at home. She uses her past experiences and professional knowledge to provide additional support for children where necessary. For example, she uses various initiatives to support children's speech and language development.
- Children are learning about the importance of healthy lifestyles. The childminder provides nutritious, homecooked meals and snacks throughout the day. Children enjoy plenty of access to outdoor play, both at the setting and on trips out to various local parks. They also attend various structured activity groups to support their physical and social development.
- The childminder supervises children well during all activities. She interacts well with them to support their learning and is attentive to children's needs. However, the childminder does not always encourage children to attempt age-appropriate tasks independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates robust knowledge of the signs and symptoms which could indicate that a child is at risk from harm. She confidently discusses the correct process to follow when reporting concerns to the appropriate authority in a timely manner. The childminder completes safeguarding and first-aid training in accordance with local authority requirements. This ensures her knowledge remains up to date. She consistently implements safety strategies outlined in her policies and procedures. This supports children's safety and well-being.

What does the setting need to do to improve?

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

- support children's independence further by consistently encouraging them to complete age-appropriate tasks in preparation for the routines of school.

Setting details

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| Unique reference number | 2610444 |
| Local authority | Essex |
| Inspection number | 10264415 |
| 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 5 |
| Total number of places | 4 |
| Number of children on roll | 10 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020. She operates all year round, from 9am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of several children.

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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