

Childminder report

Inspection date: 30 March 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 happy and settled in the care of the childminder. They have a comfortable and relaxed relationship with her and she shows them care and affection. Children demonstrate they feel safe and secure as they confidently move around the childminder's home.

Children readily choose from the resources available to them. They immerse themselves deeply in their play for a sustained amount of time. For example, young children skilfully work out how to find which piece of a jigsaw puzzle fits with the next. They look for colours and patterns that match other pieces and then discover how to fit them together. Children clap in delight and call out, 'I did it', demonstrating pride in their success. The childminder rewards them with a high five to praise their achievements, helping to boost their self-esteem.

Children demonstrate their counting and sorting abilities. They use every opportunity to practise these skills. For example, children count the numbers of cars they have lined up, and the number of blocks they have stacked. The childminder supports their interests well and provides activities to build on this. For instance, she provides colour-sorting activities with different items. She talks to the children to help them recognise the different shades of colour. Children proudly tell her they have found a 'light green' item, demonstrating their understanding.

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

- Following actions recently raised by Ofsted, the childminder has reviewed her policies and procedures. She has made amendments to her practice to make sure that she considers all identified risks when taking children out of her home. She has started to form links with outside professionals, to further support the children in her care. However, the childminder has not yet formed links with all the other settings that children attend. This means that she is not always clear about what children are learning, to help them make even better progress.
- The childminder confidently talks about the children in her care. She gathers information from parents when children start at her setting to establish the next steps for children in their education. When she identifies gaps in children's learning, she puts plans in place to support them. For example, she ensures that children have additional opportunities to socialise with other children in planned group sessions. This helps to broaden children's social skills and confidence in new situations.
- The childminder plans to support children to be independent. She encourages children to have a go at putting on their coats and washing their hands. However, she often completes tasks for children without allowing them to try for themselves, such as wiping their noses and peeling their fruit. This means that

children's independence is not always fully supported and learning opportunities are missed.

- The childminder successfully supports children to overcome their fears. For example, when children fear dogs, she gradually introduces them to the family dog. As a result, children demonstrate their confidence around pets and start to learn about their care needs. For instance, when the dog goes to the door, children open the door to allow the dog access to the garden.
- Children behave well. The childminder is a positive role model, encouraging children in saying 'please' and 'thank you'. She helps children to develop a sense of responsibility for caring for their environment. She encourages children to understand the importance of tidying away the resources that they are not using and explains that this helps to keep the environment safe from trip hazards.
- The childminder has kept up to date with her mandatory training. She has formed links with other childminders and attends different groups with them and the children they care for. Children enjoy joining in with art and craft activities and song and rhyme time. The childminder uses these opportunities to share practice with other childminders to further her skills and knowledge. This also gives children different learning experiences.
- Partnerships with parents are positive. Parents provided written feedback for the inspection. They value the feedback that the childminder provides them. They state that their children are excited and happy to go to her home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the possible signs and indicators that may suggest a child is at risk of harm or abuse. She understands the procedures to follow if she has a concern about a child's welfare or if an allegation is made against a member of her household. The childminder has developed her knowledge of the wider safeguarding concerns such as county lines and female genital mutilation. She has reviewed her risk assessments to help her identify and minimise risks to children. The childminder holds a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- develop the system of working in partnership with other settings that children attend to further support their learning
- provide consistent opportunities for children to develop their independence.

Setting details

Unique reference number	404452
Local authority	Essex
Inspection number	10283677
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 March 2022

Information about this early years setting

The childminder registered in 1998 and lives in South Woodham Ferrers, Essex. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation 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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