

Childminder report

Inspection date: 15 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy to attend this setting and display a positive attitude to learning. They form a strong relationship with the childminder, who offers them a very warm and nurturing environment. Children are familiar with the established routines and boundaries. They navigate around the setting with ease and interest, choosing activities that spark their curiosity and excitement. Children have an amazing time out in the garden, exploring the bicycles with great confidence. They ride them safely around the garden avoiding obstacles, while giggling and laughing with joy. This helps build on their core strength, balance and coordination. Furthermore, children pretend to race their friends to further enhance their gross motor skills and social interactions.

Children enjoy books and develop a passion for reading. They listen intently to their favourite story about a snail. Children look at the pictures with curiosity and make predictions on what is going to happen next. This helps to build on their communication and language skills, early reading skills and cognitive development.

Children have great opportunities to build on their mathematical skills. They learn new shapes, such as rectangle, diamond and circle, and then look out for these in their immediate environment. Children also have a fantastic time making marks with chalk on a blackboard. Younger children make large strokes on the board to build on their arm control and large motor skills. Older children draw recognisable pictures and ascribe meanings to them. This helps develop their fine motor skills, imagination and creativity.

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

- The childminder offers a rich environment with plenty of meaningful learning opportunities. Children make their own choices about the activities they would like to explore next. They learn to share and take turns with confidence, negotiating and reasoning with their peers successfully. For example, children enjoy exploring the playhouse in the garden, engaging in pretend play. This helps build on their social skills and emotional resilience, and promotes imagination and role play.
- Children behave well. They show high levels of respect towards their peers and the childminder. Children have good manners and they are very polite. They understand the behavioural expectations set by the childminder. For example, they always say 'please' and 'thank you' when interacting with one another. Children continuously develop their independence. They find their shoes and put them on, and clean their hands effectively and with ease. This helps support their self-esteem and confidence.
- Children have an amazing time learning about insects and living things to

broaden their understanding of the world. When they find worms in the garden, they use a magnifying glass to observe them closely. They quickly become curious and inquisitive to discover more. Children then explore play insects and bugs, and learn what a beetle looks like. In addition, children show a great interest in supporting the childminder to look after the family's tortoise. They stroke it gently, showing high levels of care and affection.

- Children form strong relationships with the childminder who offers a calm, stable and stimulating environment. They feel secure in her care and readily ask for help when needed. This supports children's emotional well-being effectively.
- The childminder has a good knowledge and understanding of children's development. She uses information gained from her assessment of what children know and can do, to plan for next steps in their learning. However, at times, the childminder does not use all opportunities to extend children's education to ensure they make progress across all areas of learning.
- Partnership working with parents is strong. They comment on the childminder's inspirational activities provided for all children. Parents feel involved in their children's learning and development and praise the progress their child has made.
- The childminder's ethos and vision for her setting is ambitious. She continuously looks for ways to improve the quality of care and education she provides to benefit all children. In addition, the childminder works relentlessly to enhance children's experiences. She often organises trips and outings to local parks and library to build on their social interactions and emotional resilience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong and robust knowledge and understanding of safeguarding. This includes the wider aspects of safeguarding, such as female genital mutilation and county lines. The childminder has effective and accurate policies and procedures in place to guide her, which she reviews regularly and shares with parents. She understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder completes regular training to keep her safeguarding knowledge current and up to date. She takes steps to help to ensure that her home and garden are safe. The childminder carries out regular risk assessments, and this helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- use all opportunities to challenge children further to help them build on what they already know and can do, so they make the best possible progress.

Setting details

Unique reference number	EY267843
Local authority	Essex
Inspection number	10285721
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	11
Date of previous inspection	16 October 2017

Information about this early years setting

The childminder registered in 2003 and lives in South Woodham Ferrers, Essex. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed with the childminder the impact of the pandemic and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together. They discussed how the curriculum is organised and what the childminder wants the children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability of the childminder to work with 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023