

Childminder report

Inspection date: 17 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 cared for in a nurturing, spacious and homely environment. They show strong attachments to the childminder as they come to her for reassurance and a cuddle. This helps to develop a sense of well-being. The childminder knows the children well. She knows what interests them and makes sure that their favourite resources are readily available each day.

Young children show a love of books and choose familiar stories in their home language. They say to the childminder, 'Let's share a story', as they sit comfortably together. The childminder encourages children to look, point to and say new words in English, as well as in their home language. This helps children who speak English as an additional language to build on their growing vocabulary.

The childminder has high expectations of all children. Children behave well due to the childminder's calm approach. She teaches them how to take turns and share through positive modelling and consistent routines. Children competently help each other to tidy the toys away. Children play with a range of resources and choose what they would like to play with next. This helps to support their growing independence.

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

- The childminder provides a language-rich environment. She talks to the children, describing what they are doing. For example, in the outdoor area where children role play using pedal cars, they say to each other, 'Have a good day'. This exposure to purposeful vocabulary enables them to learn new words and practise their conversational skills.
- Children benefit from meaningful learning because the childminder has a well-planned curriculum. Although this builds on what children know and can already do, sometimes the childminder does not recognise swiftly when children are ready to move on in their learning. For example, children enjoy taking toy farm animals out of a bag. However, they can already name them, and the childminder does not extend this to challenge their learning.
- The childminder understands how children learn through play. She supports their play by providing a range of accessible indoor and outdoor toys. Children independently fill up a self-service tap in the mud kitchen. They enjoy turning on the tap and refilling the sink. This enables children to practise what they know and experiment to test out their ideas.
- Regular observations and assessments of children's learning allow the childminder to gain a good understanding of what they know and what they need to learn next. She carefully plans what to do next and any gaps are identified and quickly addressed.

- The childminder takes children on daily visits and trips. For example, they walk to a singing group and a local toddler activity group. This gives children rich opportunities to discover their local community and socialise with other children.
- The childminder has strong links with other professionals. Regular visits to other childminders to share good practice and play ideas, including science experiments, allow children to access additional resources and play opportunities.
- The childminder finds out good information from parents before children start at her setting. This helps her to plan effectively for children's care and learning. Children with additional health needs are especially well provided for and care plans are carefully followed. This reassures parents that their child's needs are met.
- Children's opinions and choices are valued and listened to by the childminder. She encourages them to choose activities and decide when they would like to play outdoors. This helps children to build their self-confidence and growing independence.
- Parents are pleased with the experiences their children receive and the activities the childminder provides. They speak highly of the childminder and the nurturing care she offers to their children. Parents feel part of their child's care and early education. They report, 'We especially love seeing photos of what our children have been exploring and the friendships they have made'.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised at all times. The childminder ensures all areas of the setting are free from hazards and safe for children. She is aware of local safeguarding procedures and can explain what to do if she has a concern regarding a child. The childminder understands the reporting procedure if she has a concern regarding another professional or adult. She can explain the signs and symptoms of abuse and how to report her concerns. The childminder is knowledgeable on a wide range of safeguarding issues, including radicalisation, and can confidently discuss the risks older children face regarding online safety.

What does the setting need to do to improve?

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

- consider children's individual planning more carefully to recognise when they are ready to move on in their learning.

Setting details

Unique reference number	EY462634
Local authority	Essex
Inspection number	10285751
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 8
Total number of places	6
Number of children on roll	0
Date of previous inspection	17 October 2017

Information about this early years setting

The childminder registered in 2013 and lives in Witham, Essex. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Stephanie Mottram

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 childminder.
- The inspector read feedback from parents to gain their views about the childminder.
- The inspector observed children during activities to assess the impact on their learning and development.
- The inspector reviewed a range of documents relevant to the childminder's practice.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and 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