

Childminder report

Inspection date:

16 May 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Although there is a breach of requirements, it does not have a significant impact on children's safety and welfare. They show that they feel safe and secure with the childminder. Children confidently approach her for cuddles and are eager to talk about their recent holiday. Toddlers babble expressively. The childminder responds enthusiastically and engages them in back-and-forth conversation. This helps children feel valued and encourages them to speak more.

Children show resilience. They persevere when they try and climb into the sand tray on the ground. The childminder supervises closely and allows them to work things out for themselves. She praises children for putting on their own boots. They smile proudly at their achievements. Children readily help to tidy up when asked. They understand that 'it's good' to tidy up and 'we may fall over' if there are toys on the floor. Children develop their listening skills. The childminder draws their attention to the birds singing and they chat about the noise coming from nearby building works. Children have interesting experiences when they go out into the community. For instance, they visit an animal sanctuary and find out how to feed and care for the animals.

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

- The childminder has not informed Ofsted of changes relating to her childminding arrangements. She has been operating outside the terms of her registration. This is a breach of requirements. However, this does not have a significant impact on children's safety, well-being or learning and development.
- The childminder has constructed a clear curriculum. She recognises that each child needs to acquire specific skills to make progress. For example, she provides many mark-making activities to help foster children's fine motor development in readiness for early writing.
- The childminder enhances activities to attract children who may, otherwise, be reluctant to engage. For example, children who are interested in numbers enjoy searching for numbered discs in the sand tray.
- Parents are involved in completing mandatory checks for children aged between two and three years. They contribute their own ideas about their child's development. This helps to create a well-rounded assessment of a child's progress. However, the childminder does not consistently establish partnerships with other settings that children attend to share information and provide continuity of care.
- Children choose their favourite book. They sit comfortably and snuggle up to the childminder as she reads expressively. This helps promote a love of books and reading. The childminder introduces new and more complex words, such as 'woodpecker', to build on children's existing vocabulary.

- The childminder uses her good knowledge of the children, and her own observations and interactions, to assess what they have learned. For example, after she finishes reading a story, she sensitively questions children about what happened and the characters in the book. This helps her to understand what children know and remember.
- Children show kindness to each other. The childminder acts as a calm and respectful role model. Even the youngest children offer to give their friend a plate when they play with toy food and a tea set. The childminder recognises the possible impact of the COVID-19 pandemic on children's social skills. As a result, she has introduced many games to encourage turn-taking and sharing.
- The childminder uses spontaneous opportunities to help children gain a better understanding of keeping themselves well. For example, she discusses the benefits of healthy eating as they play with wooden fruit and vegetables.
- Children begin to develop an understanding of their similarities and differences. The childminder commemorates a range of national and cultural holidays and invites parents to share how they celebrate at home.
- The childminder evaluates her provision effectively. She takes responsibility for her own professional development. For instance, the childminder sought out relevant training to improve her knowledge of how to support children's speech and language development.
- Parents are extremely satisfied with the care the childminder provides. They comment that their children have thrived and are always happy to see the childminder. Parents say that the settling-in period smoothly eased them and their child into the new surroundings. They feel very well informed about their child's day and what they are learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training, including refresher courses and local authority forums. This helps to keep her safeguarding knowledge up to date. The childminder is able to identify children who may be more vulnerable to abuse or neglect. She knows the procedures to follow if she has concerns about a child's welfare. The childminder understands her responsibilities in the event of an allegation about herself or another professional who works with children. She talks to older children about keeping safe online. The childminder, and all household members over the age of 16, have undertaken checks to demonstrate their suitability.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve knowledge and understanding of requirements for notifying Ofsted of any significant changes to the childminding arrangements.	16/06/2023
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To further improve the quality of the early years provision, the provider should:

- enhance information-sharing with staff from other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	EY462429
Local authority	Essex
Inspection number	10280289
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 September 2017

Information about this early years setting

The childminder registered in 2013. She lives in Warley, Essex. The childminder operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. She also works from additional premises and with a co-childminder. The childminder provides funded early education for two-, 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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- 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' spoken and written views.
- The childminder shared relevant documentation to evidence her and her household members' suitability.
- The inspector accompanied the childminder and children to view the childminder's additional premises.

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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