

# Childminder report

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Inspection date: 30 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and welcoming environment for children. They are relaxed, happy and confident. The childminder plans a full and varied curriculum, taking account of children's interests. She gathers useful information when they start at her setting. The childminder uses this to sequence children's learning. She provides activities that capture their interests. The childminder speaks to the children with warmth and care, and the children are eager to respond to her. She explores early mathematical ideas such as quantity. For example, they learn about 'more' and 'less' as they fill bottles with pasta when making musical instruments. Children learn about number, simple addition, and subtraction as they sing number rhymes. Children develop the small muscles in their hands in preparation for handwriting. They manipulate dough and use paints and glue sticks.

Children regularly meet with other children and familiar adults at groups they attend. This encourages them to develop good social skills. Children generally behave well, and they follow simple instructions. The childminder encourages and praises children's efforts, helping to raise their self-esteem and confidence. Children develop their independence. For example, they choose resources, learn to wash their hands, and put on their coats and shoes ready to go outside.

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

- The childminder has reflected on her provision since her last inspection and has welcomed support from other professionals to improve her practice. She attends regular training sessions and webinars to refresh and update her knowledge. The childminder is committed to developing the service that she offers to children and their families to ensure that she meets the individual needs of the children she cares for.
- The childminder gathers information from parents when children first start. She uses this, alongside her own observation and assessment, to identify what children know and can do and what they need to learn next. This helps her to plan experiences that support children's development. Parents comment positively on the warm relationship between the childminder and their children. They comment also on the interesting learning opportunities offered and the respectful care that children receive.
- The childminder encourages children to develop their communication and language skills. For example, she supports children in developing new vocabulary by modelling new language as they play. Children enjoy singing nursery rhymes and songs, and they share stories and read books daily.
- Children demonstrate good behaviours and attitudes towards learning and are eager to engage in activities. They explore the environment carefully and treat

the toys and books with respect. Younger children are learning how to include others in their play. However, they do not always receive the support they need to share and take turns.

- The childminder plans interesting and engaging activities that capture children's interest. For example, they explore rice and pasta they have previously painted and left to dry to make musical instruments. Children receive good support from the childminder to fill their bottles with the rice and pasta. They persevere for a long period. The childminder successfully encourages the children to try new ways of engaging in activities, such as using a funnel, tweezers, spoons, and their fingers to put items in the bottle to make their shaker. Children show a great sense of pride as they show the visitor their achievements.
- Overall, the childminder plans an ambitious curriculum. She understands how to promote progress and supports children's development. However, learning intentions during adult-led activities are not always highly focused on what children need to learn. As a result, children are not always exposed to learning that is well matched to their needs.
- The childminder develops children's understanding of the local community. They visit children's groups, parks and the library. The childminder joins up with other childminders and their children. Together, they plan a range of activities linked to cultural festivals and celebrations. This helps to develop children's social skills and awareness of their similarities and differences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out effective risk assessments to ensure that children's safety is a priority. She attends regular training in order to stay well informed about the local arrangements for safeguarding. The childminder has a good understanding of the signs and symptoms of child abuse. She is clear about the action that she would take if she were to identify any concerns about a child. The childminder ensures that her home remains a safe place for children to learn and play. She conducts risk assessments within her home and for all outings. This helps her to identify any potential hazards and minimise any risks.

## What does the setting need to do to improve?

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

- focus more precisely on children's next steps, particularly when planning adult-led activities
- support children's understanding of how to take turns and play cooperatively.

## Setting details

<b>Unique reference number</b>	EY388096
<b>Local authority</b>	Essex
<b>Inspection number</b>	10275906
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	12 January 2023

## Information about this early years setting

The childminder registered in 2009 and lives in Benfleet, Essex. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Tina Mason

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken this into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk of the setting, inside and outside.
- The inspector carried out a joint observation of an activity with the childminder, and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector reviewed relevant documentation, including the suitability checks of all adults living in the setting.
- The inspector took account of the written views of parents at the time of the inspection.

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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