

Childminder report

Inspection date: 30 January 2024

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

The childminder has created a warm and caring environment for the children who attend. Throughout the day, children demonstrate happiness and a sense of security. The childminder has developed trusting bonds with the children. The home-from-home environment supports children to quickly settle and engage in their choice of activity. The childminder encourages children to make choices about their play and learning.

Children play well with their friends. The childminder encourages children to be kind to their friends, to share and take turns. Children respond well to the childminder. They behave well and show respect for their friends and the childminder. For example, when asked to tidy away their toys, children respond positively. Older children act as positive role models to younger children.

The childminder has developed a curriculum that considers the needs of individual children. Through discussions with parents, the childminder considers what children know and can do when they arrive. She uses this information to plan a variety of enjoyable activities that support children to develop. As a result, children are developing a range of skills and knowledge that they will need for the future.

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

- The childminder has designed a curriculum that provides children with opportunities to develop across the seven areas of learning. The curriculum has been organised to build upon children's starting points and for them to make progress.
- Children benefit from a range of learning experiences that help them to develop and consolidate learning. For example, they make shapes from biscuit dough, naming the different-shaped biscuits they make. The childminder encourages children to recall prior learning as she asks them questions about their shapes.
- Children enjoy singing along to familiar and well-loved songs and rhymes such as 'Twinkle, Twinkle, Little Star'. They are beginning to use language well. The childminder supports this through effective back-and-forth conversation that extends children's use of language.
- The childminder works with parents to understand children's starting points. Further assessment helps to identify how well children are progressing in their learning and any gaps in their knowledge and skills. The childminder ensures that children are settled before any assessment is made, recognising the importance of emotional security in supporting children's learning.
- Children take part in a variety of enjoyable activities. For example, they cut out shapes and use glue sticks to create pictures. The activity is adapted to meet the varied ability of the children who take part. The childminder supports by naming

shapes and colours.

- Children enjoy exploring the outdoor space. They run with enthusiasm and kick balls to their friends. Children seek out natural objects in the garden, which they investigate. When they find shells, they seek out the childminder with enthusiasm, showing her their 'treasure'. The childminder responds to children's curiosity. However, this does not offer children enough opportunity to think critically and develop more questions and ideas.
- Children are developing self-care skills. Older children wash their hands and dry them on their individual towels. However, the childminder often steps in too quickly to do things for children. For example, when going outside, the childminder puts on children's clothing and shoes, restricting opportunities for children to develop these skills for themselves.
- Children play well together. They show tolerance and respect for others. The childminder offers praise to children when they complete tasks or achieve success. This promotes their confidence and self-esteem.
- Parents are happy that their children are in the care of the childminder. They express how lovely the childminder is and how supportive and flexible she is. Parents feel happy with the progress their children make and feel informed about their learning.
- The childminder regularly develops her professional knowledge. She attends webinars and training events to update her skills. This includes safeguarding training and paediatric first aid, which ensures that the childminder is equipped with appropriate knowledge and skills to keep children safe. The childminder uses self-evaluation, including parent surveys, to understand how effective the service is.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide opportunities for children to develop the skills needed to manage personal tasks and develop independent learning
- extend the use of open-ended questions to help sustain children's ideas and develop critical thinking.

Setting details

Unique reference number	506231
Local authority	Essex
Inspection number	10308095
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	7
Date of previous inspection	26 March 2018

Information about this early years setting

The childminder registered in 1989 and co-childminds with her daughter from her home in Billericay. She works all year round from 7.30am to 5.30pm, Monday to Friday except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Clare Ford

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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 2024