

Childminder report

Inspection date: 3 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, homely environment where children feel a sense of belonging. She helps children to build a close and affectionate attachment to her and sets consistent boundaries for their behaviour. This helps them to feel safe and secure. Babies settle quickly into the childminder's care, as she is aware of their needs. She knows if they want a cuddle or if they are teething or hungry. Babies grow in confidence as the childminder helps them to explore. They pull themselves up to standing to reach something of interest.

Children make good progress in their learning. The childminder builds her curriculum on children's learning needs and their interests. For example, when children become interested in fish through their activities, she plans a visit to an aquarium. The childminder listens intently to children's chatter and engages them in conversation. She builds on their vocabulary as they play. For instance, children playing with cereal learn the word 'flake' as the childminder describes the different-shaped pieces they are playing with.

The childminder takes children out to places of interest, such as farms. Children learn the names of animals. They have exciting experiences outside of their usual environment, such as feeding goats with bottles of milk. The childminder reinforces children's learning by introducing a farm activity in her setting. They talk about the things they remember from their outing. Children have fun making animal sounds. They find out more about farm life as they look at a book with the childminder and talk about tractors and creatures, such as moles.

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

- The childminder teaches children essential life skills, including how to put on shoes and jackets by themselves. They learn when it is important for them to wash their hands. The childminder helps children to learn about crossing the road safely as they take older children to school. Younger children learn about school and how children can find their names on coat pegs. The childminder replicates this in her setting as she makes a name label for each child.
- Children have lots of opportunities to exercise in the fresh air. The childminder takes them to parks and on outings. Children enjoy running around in the childminder's garden. She races with them and they enjoy playing ball games. Children search for small creatures in the grass with magnifying glasses and they learn about the natural world around them.
- The childminder encourages children's imagination. Children are enthusiastic as they pretend to make a family from pieces of cereal shaped like fish. They name each piece, including one of them as the childminder. The childminder asks children how many fish they have. Children begin counting and continue up to

10, showing pride in their achievement and receiving praise from the childminder.

- Children have lots of fun making their own lunch. The childminder makes sure that all children are included, even the youngest. Children concentrate hard as they spread tomato sauce on their pizza bases. Babies enjoy tasting the strands of cheese and explore the different textures with their fingers. Children choose their toppings from the healthy range of ingredients prepared for them. They wait patiently as the childminder cooks their pizzas in the oven. They know how to blow on their food to make sure it is the right temperature for eating.
- The childminder works closely in partnership with parents, who report that they are delighted with the care and education their children receive. The childminder shares information with parents about their children's development. She produces documents about individual children's progress to share with their parents, including photos. However, the childminder does not provide enough detailed information for the required progress check for children between the ages of two and three years.
- Children are sociable and polite. The childminder teaches them how to respect each other and how to use good manners. She uses a map of the world to teach children about their heritage. The childminder ensures that children make excellent progress in their communication and language development. They learn to speak clearly in English. However, the childminder does not always discuss with parents of children who speak English as an additional language how she can consider their home languages in her setting.
- The childminder manages her setting well. She is very conscientious in keeping important records and her required documentation is up to date. The childminder ensures that she regularly updates her training in safeguarding and paediatric first aid to help keep children safe. She evaluates the effectiveness of her practice and keeps her professional skills updated through regular training.

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:

- extend the assessment of children between the ages of two and three years to provide more detailed information for parents and to ensure any gaps in children's learning are quickly addressed
- consider ways to work with parents to consider the use of children's home languages in the setting.

Setting details

Unique reference number	EY429727
Local authority	Essex
Inspection number	10335710
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	0 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 June 2018

Information about this early years setting

The childminder registered in 2011 and lives in Harlow, Essex. The childminder operates Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jenny Forbes

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 her evaluation of the setting.
- The childminder discussed her intentions for children's learning and how she implements her early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector took account of parents' views by reading many written testimonials.
- The inspector viewed relevant documents, including the childminder's paediatric first-aid certificate, qualifications and training records and suitability documentation.

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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