

Childminder report

Inspection date: 12 November 2021

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

Children are friendly and they behave well. They are happy in the setting and enjoy their interaction with the childminder, her co-childminder and other children. Children enjoy their play and they are able to choose from a good range of resources, toys, games and books. They interact well with the childminder, who plays with them at their level and is warm and affectionate. This gives children reassurance and helps them to feel safe.

Children have frequent opportunities to walk amongst the leaves in the local woods. They build their strength on the apparatus in the park. Children are supervised well as they climb trees and explore streams. They learn the names of trees, birds and other creatures as they investigate the natural environment.

Children show great enthusiasm as they engage in make-believe play. They pretend they are working in a kitchen, using utensils, pots and pans and oven gloves. Children describe what they are doing to the childminder, who supports their language development by making suggestions and requests. Children learn about time. They talk to the childminder about the figures on a clock and they discuss how time passes. Children make friends easily and play together well, sharing the toys and taking turns.

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

- The childminder provides a safe and cosy environment for children to play in. She is kind and caring. Children go to her readily for cuddles and they sit on her lap for reassurance. The childminder teaches children to be kind and to help each other. Children tidy away the toys happily and sort them into their relevant boxes. They display patience and consideration.
- Children are becoming independent and know where to store their shoes and belongings. The childminder teaches children about their personal hygiene and keeping themselves safe. They know how to place their drink bottles on their photographs to avoid any of them drinking from the wrong one. This helps to avoid cross-infection.
- The childminder encourages children's communication and language development well. She supports children who are just learning to speak English as an additional language. The childminder works closely with parents to promote children's home language. She obtains useful words from them for her to use with the children. The childminder provides colour and shape charts for older children so that she can teach them the words in two or three languages.
- Children understand the importance of washing their hands after play and before meals. The childminder provides a healthy, balanced diet and children enjoy choosing from the colourful array of lovingly prepared fruits and vegetables. The

childminder is careful to avoid cross-contamination when serving food and has strict COVID-19 procedures to protect the children in her care.

- The childminder forms close partnerships with parents. She keeps them informed of their children's development and progress. The childminder makes good links with other settings that children attend, with permission from parents. She shares information with other professionals to ensure continuity in children's learning.
- Children enjoy experimenting with natural resources the childminder provides for planned activities. For example, during the inspection, she provided children with lots of containers filled with coloured rice. Her planning included some scales for balancing and coloured teddies for matching. However, although some of the children learned a lot about balancing, other children mixed the colours before there was an opportunity to carry out the matching activity. This means that only part of the planned outcomes were achieved.
- The childminder thinks about her teaching and the impact this has on children's development. She evaluates the activities she provides. Children make good progress in their learning, particularly in their communication and language, physical and social and emotional development. The childminder has undertaken recent training to ensure she is up to date with current practice. However, she does not, in general, pursue her own professional development fully to enhance her skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently updated her safeguarding training. She understands how to protect children from harm. The childminder keeps appropriate records and policies that help her to maintain a safe environment, including accurate information about children's attendance. She is aware of a wide range of safeguarding issues that affect children of different ages. The childminder does not allow mobile phones and other devices to be brought into her setting, in order to protect the children in her care. She is aware of local safeguarding procedures and knows where to report any concerns she may have about children's safety.

What does the setting need to do to improve?

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

- carefully organise planned activities to more effectively meet the learning needs of the children
- explore the range and type of training opportunities available to enhance professional development to the highest level.

Setting details

Unique reference number	202208
Local authority	Essex
Inspection number	10210669
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 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	5 December 2017

Information about this early years setting

The childminder registered in 2018. She lives in Chelmsford, Essex. The childminder operates from Monday to Friday, from 6.30am until 7pm, all year round, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children. The childminder works with a co-childminder.

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 the evaluation of the setting.
- The childminder discussed her plans for the children's development and how she implements her educational programme.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and spoke to parents on the telephone.
- The inspector viewed relevant 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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