

# Childminder report

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Inspection date: 31 January 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

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

### **The provision is good**

Children are very content in the childminder's calm, nurturing home. They have a warm relationship with the childminder, seeking comfort when they need it. Children are respectful to one another, the childminder and towards the resources. They really enjoy each other's company, giggling as they play. Children have good manners and listen well. They follow instructions when the childminder asks them to tidy up, smiling proudly when she congratulates them.

The children are very happy. They are curious and show interest in all the open-ended resources, such as pots, bowls, and jars of natural objects. For example, children find different ways of ordering and stacking wooden cotton reels. They independently focus and experiment for a long time, excitedly showing the childminder what they make. Children engage very well in activities and show their motivation to learn. They ask many questions to find out about a range of subjects and show genuine interest in the answer. Along with the childminder's support, children learn to persist with their chosen task and are delighted when they succeed.

After lunch, children choose their favourite books and snuggle with the childminder. They take pleasure in listening to a story. Children are very animated as they join in with familiar parts excitedly, pre-empting what will happen next. The children engage in lengthy make-believe play. They have fun laughing and running around with blankets on their heads pretending to be 'ghosts'.

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

- The childminder's curriculum has children at the very heart of it. She uses her wealth of experience to provide innovative resources and activities to capture their imagination. Activities and resources build on what children can already do, targeting their gaps in learning. In addition, the childminder plans activities to extend children's knowledge. For example, she helps children to learn about cultural celebrations by creating resources around Chinese New Year.
- There is a focus on communication and language. The childminder chooses a book and a few songs each week to focus on. She sets out resources to complement the book and songs, allowing children to explore and extend their learning. Children learn new vocabulary. They repeat and join in with familiar stories. As a result, children communicate well and make good progress in their learning.
- The childminder strives to model clear pronunciation of words, so that children learn to communicate their needs and politely ask for help when they need support. The childminder skilfully includes children in decision-making and really listens to their opinions.

- The childminder places great emphasis on helping children to gain independence by planning daily opportunities for them to practise their skills. They participate in making their lunch and practise safely using knives. The childminder is very good at knowing when to observe and allow children to explore, and when to step in to support their learning. As a result, children are willing to give things a go, safe in the knowledge that the childminder is on hand to help.
- Children's physical skills are well developed. They practise using scissors. Children show good fine-motor skills as they capably tie a piece of wool to a car to pull.
- The childminder has an allotment which children visit frequently. Children benefit from visits to local parks, the library and enjoy watching the diggers at work. The childminder is teaching children about road safety. She gives them the responsibility of telling her when it is safe to cross, building their knowledge and confidence.
- Mathematics is incorporated into children's everyday experiences. They take an interest in measuring themselves against the height chart, showing their excitement when they grow and compare their heights.
- The childminder creates good links with parents. She communicates with them in a variety of ways, to help them keep up to date with their children's development. The childminder places high importance on accessing regular training, to continue to add to her knowledge.
- The childminder has children that attend a nursery alongside her setting. She does not currently have consistent systems in place to regularly share information, to benefit the children's ongoing learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are safe. She can confidently explain what signs and symptoms would alert her if a child was being abused or neglected. The childminder regularly accesses a wide range of training courses. She ensures that her knowledge is constantly up to date. The childminder has a written policy which details who to make referrals to if she is concerned about a child's safety and well-being. The childminder understands her duty to report any concerns about children to the relevant agencies.

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

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

- strengthen links with the other settings children attend, to consistently share information to support children's ongoing development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 202627                                                                            |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10127064                                                                          |
| <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 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 2 March 2016                                                                      |

## Information about this early years setting

The childminder registered in 1998 and lives in Kelvedon, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Emily Holt

### 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 and the inspector completed a learning walk together. They discussed the curriculum and what it is that the childminder wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector through written testimonials.
- The inspector spoke to children during the inspection.
- The childminder showed the inspector a range of documents, including a copy of her first-aid certificate and evidence of suitability checks.

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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