

Childminder report

Inspection date:

24 May 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children quickly become comfortable and settled in the childminder's home. For example, they come in and take their shoes off and place their bags safely out of the way. Children sit down for a healthy snack and discuss what they would like to do during their time with the childminder. They talk about their day at school, sharing their news confidently with those around them.

Children have fun and play together collaboratively. They confidently access the games they wish to play for themselves. Older children act as positive role models for the youngest children. For instance, they take turns politely when playing games. Children ensure that their games are fair, such as someone making sure that everyone is clear on the rules before they start playing.

Children respond positively to challenges. They build towers and try to beat their previous achievements. They talk to the childminder and visiting adults about what they hope to achieve. They persevere well, such as when the tower topples over. They quickly gather the pieces and try to re-build the tower again, even higher than it was before.

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

- The childminder adapts the support she provides to meet individual children's needs. She closely monitors children who have emerging health issues. She holds regular discussions with parents to ensure that she has the most up to date information. The childminder gently encourages children who have a shy and quiet nature. She invites them to join in with the games that other children play. This helps children to settle into her care.
- Parents are very happy with the service the childminder provides. The childminder gathers a range of information before children start, including information on their likes and interests. This helps her to provide interesting activities for children. The childminder shares special moments with parents. For instance, she produces calendars for parents with photos of their children's time with her. As a result, parents feel involved in their children's experiences with the childminder.
- The childminder recognises the different ages and abilities of the children who attend. She helps younger children to identify numbers as they play a game of bingo. She builds a sense of anticipation and children are excited and motivated by this. Children eagerly tell the childminder how many numbers they are waiting for and which numbers these are. The childminder praises everyone for their efforts. Children respond to this positively, encouraging one another as they near the end of the game.

- The childminder has strong professional relationships with staff at the schools children attend. She finds out what topics children are covering and incorporates these into her plans. For instance, she provides children with activities relating to the Queen's Jubilee celebrations. This helps children to build on their learning from school and connect their different experiences.
- The childminder continues to develop her professional knowledge. She keeps up to date with changes within the early years sector. The childminder has a network of other childminders who she liaises with regularly. They share ideas and information and support one another.
- Not all children help with routine tasks, such as helping to prepare snack or tidying games away when they are finished. Instead, some children expect the childminder to do this for them. The childminder recognises that encouraging children to participate in these routine tasks can support them to become even more helpful members of the wider community around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She completes regular safeguarding training to ensure that her knowledge is up to date. The childminder is aware of the signs of abuse and neglect. She recognises the possible signs that a child may be at risk of exposure to extreme views or behaviour. The childminder reviews her policies regularly. This helps her to keep contact information for outside agencies up to date should she need to raise concerns regarding children's welfare.

Setting details

Unique reference number	202905
Local authority	Essex
Inspection number	10072487
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	5 to 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 1993 and lives in Chelmsford, Essex. She operates during term time only, Monday to Friday, from 7am to 9am and 3pm to 6pm.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector read references from parents and took their views into consideration.
- The inspector observed the childminder's interactions with children and considered the impact of these on children.
- The inspector viewed a range of the childminder's documentation, including evidence of the suitability of household members and insurance documents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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