

Childminder report

Inspection date: 22 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children flourish in the care of the warm and nurturing childminder. They enter the childminder's home confidently and say goodbye to their parents at the door. Children are eager to see their friends and settle quickly. They develop strong attachments to the childminder and seek cuddles and comfort from her when needed. Children benefit from the warm and attentive care they receive from the childminder. This helps them to feel happy, safe and secure.

Children have access to a range of toys and resources which support their interests. Children listen to the childminder when she suggests ideas to extend their play. For example, as children play with construction bricks, the childminder suggests they make aeroplanes. Children respond 'good idea'. Children are sociable and confident. They proudly show visitors the planes they make and use mature language, such as 'colourful', to describe them.

The childminder has high expectations for children's behaviour. Children learn how to treat others respectfully and develop friendships. They play well together and show kindness to each other. For example, they affectionately comfort their friends if they are upset. Children benefit from plenty of praise and encouragement from the childminder. This helps to support their self-confidence and self-esteem.

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

- Children become very confident communicators. They experience high-quality interactions with the childminder and engage in back-and-forth conversations with her. The childminder asks children questions to help to extend their thinking. For instance, she asks them where they went to eat ice cream and they talk about going to a shop. Young children recall and use the vocabulary they have learned, such as 'giant' and 'vehicle', and they tell the childminder they can see their 'shadow'.
- Children who speak English as an additional language are supported well and make good progress. The childminder speaks to children in their different home languages to help them settle and to support their language development at home. She teaches children to learn English and they demonstrate excellent skills as they communicate with the childminder and each other.
- Children learn to think independently and solve problems for themselves. For example, they work together and persevere to complete a puzzle by matching letters with objects. They excitedly shout out that 'n' is for 'nest', when they correctly match the pieces. The childminder uses the opportunity to challenge children to identify different colours as they look at the puzzle pieces.
- Babies benefit from warm, loving interactions with the attentive childminder. They develop their physical skills as they push and pull large toy vehicles with

good control and show confidence as they pull themselves up to standing. Babies develop good social skills and happily play alongside other children.

- The childminder skilfully supports children's mathematical development in everyday experiences. For example, at snack time, the childminder encourages children to count the pieces of food on their plate. She challenges children further by asking how many they will have if some are taken away. Young children demonstrate good numeracy skills and answer correctly.
- The childminder provides activities to promote learning across all areas. She accurately assesses what children know and can do. However, the childminder does not always use this knowledge to ensure that her planning is precisely focused on supporting children's individual next steps in learning.
- Parents are complimentary about the childminder. They say that she has a warm and friendly nature and that children benefit from the positive and happy environment. Parents comment that they receive daily information about their children's experiences and care. However, the childminder does not always share children's next steps for learning with parents to provide continuity in children's development.
- The childminder attends mandatory training, such as paediatric first aid and child protection. Although she has identified areas of her practice she would like to develop, she has not yet considered expanding her knowledge and skills further, to raise the quality of children's learning experiences to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her responsibilities with regards to safeguarding and protecting children. She refreshes her safeguarding training to ensure that her knowledge remains up to date. The childminder has a good understanding of the possible signs and symptoms that would alert her that a child may be at risk of harm. The childminder is confident and secure in the procedures to follow should she have a concern regarding any child in her care.

What does the setting need to do to improve?

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

- sharpen planning to focus more precisely on children's next steps in learning to help them achieve at the highest levels
- extend the good communication with parents even further, so that all parents know their children's individual next steps and can support their learning and development at home
- focus professional development opportunities to extend knowledge of teaching and learning further.

Setting details

Unique reference number	2520160
Local authority	Essex
Inspection number	10208023
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Chelmsford, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marisa White

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector jointly observed group activities with the childminder.
- The inspector spoke to parents during the inspection and reviewed written parental testimonials to take account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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