

Childminder report

Inspection date: 7 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 demonstrate that they are settled and at ease in the childminder's care. They confidently introduce themselves to visitors and use complex sentences to talk about previous experiences. Children show a secure attachment with the childminder. They use their vivid imagination to make her a plate of pretend food. Children are very curious. They look at baby caterpillars in a pot and ask the childminder questions. Her clear explanations help children to learn about life cycles. Children use mathematical language, such as 'wide' and 'long', to describe the caterpillars.

Children accompany the childminder on a routine dentist appointment. This increases their awareness of how to care for their own teeth. They manage their personal needs independently and know to follow a good hygiene routine. Children play harmoniously together. They share resources and show genuine care and consideration towards each other. Children concentrate and remain at activities for sustained periods. They develop the small muscles in their hands as they roll lengths of dough and safely use scissors to cut them. Children help to care for the childminder's chickens. They carefully collect their eggs to take home and enjoy with their parents.

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

- The childminder plans an ambitious curriculum which builds on what children know and can do. She plans a wide variety of enjoyable learning experiences for them. Children make good progress and are ready for their next stage of learning and school.
- Children are incredibly kindhearted and show an exceptional high level of respect for each other. They politely ask if they can add what they have made from dough to their friend's model. Children are extremely thoughtful about others' feelings and successfully regulate their behaviour.
- The childminder has established links with a network of other local childminders. She meets regularly with them and the children they care for. Children benefit from good opportunities to build wider friendships and mix with a larger group of children.
- The childminder completes a wealth of training to build on her knowledge. She completes regular safeguarding training and, more recently, has built on her skills to support children's language and communication skills effectively. This has had a positive impact on children's pronunciation of words. The childminder shares her knowledge and skills with her assistant so that children benefit from a consistent approach. The childminder regularly monitors and supports her assistant's practice, which enables her to raise the quality of her teaching to an even higher level.

- Children have many opportunities to learn about the wider world. They visit the local train station to watch and learn about how trains operate. Visits to a local woodland offer children wide opportunities to learn about wildlife and develop physical strength, for example as they position fallen branches to create dens.
- Partnerships with parents are strong. The childminder keeps parents fully informed about their child's learning. She invites parents to borrow resources to continue learning at home. Parents describe the childminder as 'brilliant' and 'an extension of their own family'.
- The childminder works in partnership with most staff at other settings that children attend. However, she is not yet successful in developing working partnerships with all settings, to support continuity in all children's learning effectively.
- Overall, the childminder's interactions with children extend their play. She embraces children's love of books and brings them alive through a rich range of props. Children are challenged to recall the sequence of a story. They thoroughly enjoy using props, such as knitted fruit. Children are beginning to correctly identify groups of fruit without counting them first. However, on occasion, the childminder does not make the most of opportunities to support children to work things out for themselves and develop their critical-thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her knowledge and understanding of how to keep children safe. She reads regular safeguarding updates from relevant professional agencies. This helps to ensure that she remains up to date with any changes in legislation. The childminder recognises signs which indicate that a child is at risk of harm and knows who to report her concerns to. This includes when children may be at risk from radicalisation. The childminder knows what to do should an allegation be made about her or a member of her family. She provides parents with guidance on how to keep children safe at home when using the internet.

What does the setting need to do to improve?

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

- develop partnerships with all other settings that children attend, to promote continuity in children's learning and development
- enhance opportunities for children to think things through and find their own solutions to problems that arise during their play.

Setting details

Unique reference number	2524461
Local authority	Essex
Inspection number	10208207
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	2 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Elsenham. She operates all year round from 7.15am to 6.15pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. Occasionally, she works with an assistant. The childminder provides funded early education for four-year-old children.

Information about this inspection

Inspector
Lorraine Pike

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 inspector observed the quality of teaching during activities indoors and in the childminder's garden. The inspector assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of the childminder's assistants.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

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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