

Childminder report

Inspection date: 18 May 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 are happy, settled and well behaved in this calm environment. The childminder is a good role model. She helps children to respect others and be kind. Children understand the daily routine and know what is expected of them. For example, they readily help to tidy up before lunch. Children are polite and say 'please' and 'thank you' appropriately.

Children independently explore the environment and choose what they would like to play with. For example, in the home corner, they fill small pots and pretend to cook. All children achieve well. The childminder has high expectations for children's learning and they make good progress. Children are developing good language skills. The childminder encourages them to make different sounds and use single words. She names objects, and children confidently repeat them.

Children thoroughly enjoy listening to familiar nursery rhymes. They use a variety of instruments to explore the different sounds that they make. The childminder joins in their play and asks questions that help to build on what children know and can already do. This helps children to develop the skills they need to be ready for the next stage in their learning.

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

- The childminder has a positive attitude towards understanding children's needs. For example, she gives children choices of equipment and patiently waits for them to respond. The childminder encourages children to keep trying when they encounter difficulties, to help them be successful learners.
- The childminder works closely with parents from the start to find out about children's needs. She regularly shares information about their children's progress and encourages parents to support their child's learning at home. Parents speak highly of the care that the childminder provides for their children. She develops close relationships with children, which helps her to understand each child's changing needs.
- The childminder knows children well and has a good understanding of the ways in which they learn. She provides opportunities that interest children and support their individual learning styles. For instance, she takes the children for walks in the local parks, where she encourages them to draw outdoors. The childminder verbally shares children's next steps for learning and progress with their parents. However, she has not considered further ways to work with other professionals to meet children's specific learning needs.
- Children learn to be independent. They understand the importance of handwashing to keep them healthy. Mealtimes are a social experience where children sit together and learn new vocabulary, such as 'avocado'. This helps to

develop their social skills and communication and language.

- The childminder is keen to continue with her professional development to enhance her knowledge and skills. She knows what she does well and can identify areas that she would like to improve. She has a clear vision to provide high-quality care and education for children.
- The childminder is clearly motivated and keen to develop the service she provides. She ensures that all mandatory training is undertaken and attends cluster group meetings in her local area. This has enabled her to form professional relationships with other childminders to discuss good practice.
- The childminder provides good opportunities for the children to be outdoors in the fresh air and be physically active. For example, children enjoy playing in the garden and they go for daily walks. The children benefit from eating healthily, as the childminder limits their sugar intake and discusses the importance of cleaning their teeth.
- The childminder helps the children to learn about healthy practices. Children follow good hygiene routines. They competently wash their hands after using the toilet and before eating. The childminder has made suitable provision for children's sleeping arrangements. However, she does not use them consistently to ensure children's good physical health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep the children in her care safe from harm. She checks her home each day to ensure that the premises are safe. The childminder attends regular safeguarding and child protection training to keep herself up to date. She recognises the signs and symptoms that indicate a child may be at risk of harm and knows how to report concerns about children's welfare. The childminder and the children carry out regular fire drills to help the children know how to keep safe in the event of a fire.

What does the setting need to do to improve?

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

- improve arrangements for children's sleeping routines, to better support their good health
- find additional ways to work with other professionals to further support children's ongoing development.

Setting details

Unique reference number	2534153
Local authority	Essex
Inspection number	10208535
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 8
Total number of places	3
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 Waltham Abby, Essex. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Julia Maynard

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 and the childminder had a learning walk. They discussed how the provision is organised and how the curriculum is planned to support children's learning.
- The childminder and the inspector evaluated children's learning during planned activities and when they played.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the childminder and looked at a sample of the childminder's documentation, including training records and evidence of the suitability of those living on the premises.

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

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