

Childminder report

Inspection date: 6 July 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 comfortable and secure in this home-from-home environment. They have a warm, nurturing relationship with the childminder, who is responsive to their needs. She recognises when children want to have some quiet time and helps them find their comfort blankets so they can rest. Babies giggle loudly when they anticipate the childminder's tickles during nappy changes, building on the already strong bonds.

Children are independent. Even very young children confidently carry their bowl of snack from the kitchen to the small table, ready to eat. They bring the childminder their bibs when they hear it is lunchtime, showing they are familiar with the reassuring routine. Children learn to be kind to each other. They sign 'sorry' when they take another child's toy and gently rock the baby's pram to help them sleep.

Children ask for their favourite books and join in with familiar lines. They hear the childminder read expressively. This contributes to building foundations for developing their love of books. The childminder sensitively corrects children when they mistake a lizard for a frog and they say 'lizard' when they see the character on the next page. The childminder praises them enthusiastically for saying the new word.

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

- The childminder has clear intentions of what she wants children to know and be able to do so they are prepared for their next stage of learning. She identifies training that is specifically tailored to equip her to meet children's particular needs. This includes a course on creating an effective communication and language environment. The childminder therefore gains knowledge that can directly benefit the children she cares for. As a result, she is helping all children to make progress.
- Children play with resources that enable them to reflect on their real-life experiences. The childminder places a set of artificial teeth and toothbrushes in the water tray because children have recently had their first trip to the dentist. This encourages children to talk about what is familiar to them and re-enact what happened.
- The childminder uses her knowledge of the children to provide activities that she knows will interest them. She adds enhancements to encourage them to have broader learning opportunities. For example, children who are more reluctant to play with sensory materials are attracted to interact with the toy dinosaurs in the sand.
- The childminder organises her day so she can give each child some individual attention. She makes the most of the times when babies are sleeping. Older

children snuggle up to hear a story. Alternatively, the childminder selects an activity that she knows they enjoy that focuses on closing gaps in their development.

- The childminder's key priority is to develop children's communication and language skills. She often uses related gestures when she speaks to help children understand what words mean. For instance, she points upwards when telling children bubbles are going 'up to the sky'. She introduces more complex words, such as 'floating', to extend their vocabulary. In addition, she teaches children basic sign language to help them communicate before they are able to confidently express themselves verbally. However, on occasions, the childminder models words incorrectly, such as 'doggy' and 'horsey', and children repeat them. Therefore, children do not consistently hear or learn the correct pronunciation of some words.
- The childminder prides herself on offering an inclusive, welcoming environment for all children and their families. She knows them well and parents say that they feel very well supported. Despite this, there are limited resources that allow children to see themselves represented and that reflect the diversity of life in modern Britain.
- Parents are extremely happy with the care the childminder provides. They say that their children have thrived. They credit the childminder for helping their children grow in confidence and comment that they have become more independent. The childminder has daily chats with parents when they collect their children. She shares regular updates and photographs so that parents are aware of how their children are progressing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of how to safeguard children. She knows the signs and symptoms of abuse and how to identify children who may be at risk of harm. The childminder is aware of where to report her concerns, including in the case of an allegation made against her. She has completed safeguarding training to support her practice. The childminder maintains accurate records, such as those relating to accidents and attendance. This helps her to identify swiftly any patterns that may indicate a child's well-being is compromised.

What does the setting need to do to improve?

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

- develop a range of resources that reflect diversity and support children to see themselves represented, and to celebrate their individuality
- provide consistency when modelling language to help young children hear and use the correct pronunciation of words.

Setting details

Unique reference number	2573661
Local authority	Essex
Inspection number	10239397
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	0 to 14
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Chelmsford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Fiona Sapler

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 to discuss the childminder's intentions for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children, indoors and in the garden.
- The childminder showed the inspector a sample of key documentation.
- Parents shared their views on the setting in writing.

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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