

Childminder report

Inspection date: 25 October 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 enjoy attending this inclusive setting. They form close attachments to the supportive and friendly childminder. Children know that they can find support and reassurance when needed. They also show confidence and independence in exploring for themselves. Children take a lead in their play and access activities and resources of their choice. The childminder is receptive to their needs. She supports and encourages children to express their interests and desires.

Children behave well. The childminder is clear on the rules and expectations for behaviour. She reminds children when needed and they respond well. The childminder encourages children to take responsibility for tidying up after themselves. She acts as a positive role model, tidying alongside them. The childminder's enthusiastic manner helps children to respect their resources this way.

Children have many opportunities for early mark making. The childminder encourages children to explore different materials to create marks. Children learn to grip a pencil effectively to make lines and shapes from an early age. They love to explore paint and mix colours together on paper.

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

- The childminder creates an environment rich in language. She regularly introduces and models new words and phrases to children. The childminder recognises the importance of meaningful interactions. She strongly encourages children to make requests and express their opinions. As a result, children's vocabulary develops rapidly.
- Teaching standards are good. The childminder follows children's lead in play. She provides a balance of adult-initiated and child-led experiences, both inside and outside. Children become confident in exploring resources and choosing toys of interest. As a result, they often engage in meaningful and fun learning through play.
- The childminder has clear planning and tracking processes. She has strong knowledge of child development and plans stimulating activities for children. By getting to know children and observing their play, she can track their development. The childminder is able to gauge if children need additional support or targets in certain areas. She sets individual challenges for children, and they make pleasing progress in their learning.
- The childminder promotes a love of animals and living things. She has friendly cats and a dog who children love playing with. Children learn to be gentle and respectful around the animals, and pet them carefully. The childminder has tomato and mint plants in the garden. She encourages older children to water

these and pick them to make their own special salads to take home. Children thrive under the challenge and enjoy the creative process.

- The childminder provides regular trips into the community. She takes children to a local toddler group, park and library. The childminder uses these opportunities to teach children about wildlife and aspects of the environment. Children therefore build a good awareness and respect for their local community.
- Parent partnerships are strong. Parents praise the childminder for her caring approach. They appreciate her flexibility in supporting children to settle. Parents are grateful for the regular updates on what children enjoy and learn each day. Parents report their children develop confidence and communication skills rapidly.
- The childminder reminds children of the rules and expectations for behaviour. Some aspects of the day, such as nap time run smoothly due to clear instruction and organisation. However, on other occasions, she does not consistently embed routines and transitions for children. This results in children becoming confused and restless and environments becoming unsettled.
- The childminder provides a range of resources and activities. She supports children's physical development by providing bicycles, scooters and basketball hoops. However, the childminder does not fully support older children to develop high level role-play skills or to expand their imaginations in play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good core knowledge and understanding of the safeguarding principles to keep children safe. She is confident in recording and reporting any concerns regarding children's welfare to her local authority. The childminder has strong recognition of the possible signs of wider safeguarding aspects such as the risk of children being drawn into the transportation of drugs. The childminder follows clear fire-evacuation procedures. She keeps good records of accidents and incidents and shares this information appropriately with parents.

What does the setting need to do to improve?

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

- review the organisation of routines to enable children to understand the expectations and know what will happen next
- inspire older children's imagination and encourage them to experiment with exciting role play experiences.

Setting details

Unique reference number	2579273
Local authority	Essex
Inspection number	10250964
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 10
Total number of places	6
Number of children on roll	9
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 9pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. She works alongside her husband who is also a registered childminder. She offers occasional overnight and weekend care for children. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

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 setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what she wants children to learn.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact this has on children's learning.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of training in relevant areas.

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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