

Childminder report

Inspection date: 17 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident with the childminder in this friendly and safe environment. Children settle well and form strong attachments with the childminder. She is highly responsive to their individual needs, and they are secure in their familiar routines. Children can access a range of toys and resources, inside and outside. The childminder has high expectations for all children, and they learn to do things for themselves. She supports their growing independence and encourages them to complete small tasks independently, including washing their hands before eating, peeling their own fruit, and pouring their water.

Children are helpful and complete tasks when prompted. For example, they tidy up after they complete each activity. Children know the routine and what they will be doing next. They explore playing in a tray with animal pasta. Children scoop the pasta using spoons and other utensils. They are learning about 'more' and 'less'. Children learn about sustainability and what materials are recyclable and what are not. They take care of the fruit and herbs in the garden. This gives them a sense of belonging and supports their well-being.

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

- The childminder has a good knowledge of the children in her care. She uses her ongoing observations to understand children's level of achievement, interests and learning styles. She incorporates their next steps for learning into her planning to support children's development.
- The childminder develops good relationships with parents. She regularly shares updates about children's learning and development with them, including information about any gaps in their learning, which are swiftly addressed. Parents leave positive feedback and appreciate the reassurance, flexibility and support given by the childminder. They recognise that their children have grown in confidence and have many opportunities to play with other children. The childminder keeps parents informed about their children's progress through daily feedback.
- Children are learning to be independent. They play with dressing-up clothes, putting on hats, scarfs, and gloves. They excitedly swap hats and pull them over their eyes, playing peekaboo with their friends.
- Children develop their language skills. They respond positively to the childminder as they listen to familiar stories and rhymes. Children interact with the story as they stroke the puppets and play with the props.
- The childminder follows the children's interests and uses these to support their learning. For example, she uses stories to discuss different feelings. She incorporates colour recognition, encouraging the children to match the different colours to the appropriate feeling. However, some activities that the childminder

leads are not highly effective at meeting the learning needs of all the children, and they occasionally become distracted and disengaged.

- Children behave well and are learning to manage their emotions. They are inquisitive and creative. Children demonstrate that they are happy with the childminder, and they look to her for reassurance and praise. Children are aware of the childminder's expectations. However, there are occasions when children become upset or frustrated when they need to take turns or wait for their favourite toy. The childminder does not always talk to the children about these feelings and develop their understanding of turn taking and sharing.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the woods and local parks. Children learn about nature and the world around them. They visit the library and choose their own books. This encourages children's interest in stories and builds their skills for future learning.
- The childminder supports children's physical development. Children go on walks and play in the garden daily. They negotiate the climbing frame, ride balance bicycles, and play on the swing. Children explore in the mud kitchen with natural resources.
- The childminder undertakes training that is targeted at improving her knowledge and to the benefit of the children in her care. She continually reflects on what she can do to improve her practice, so that children make good progress.
- The childminder works with parents to provide children with a balanced and nutritious diet. Children are learning which foods are good for them and which are not. The childminder has a good understanding of children's allergies and preferences, and this helps to promote their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues, such as the risk of exposure to extreme views and behaviour. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

What does the setting need to do to improve?

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

- focus on adapting adult-led activities for each child, so that they remain highly engaged and focused in their learning
- help children to understand the importance of turn taking and sharing.

Setting details

Unique reference number	2579335
Local authority	Essex
Inspection number	10250966
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 7
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 2020 and lives in Galleywood, Chelmsford. She operates between 7.30am till 6pm. The childminder cares for children from Monday to Thursday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Hilda Miller

Inspection activities

- This was the first routine inspection the childminder has 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 provider.
- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The childminder shared a sample of documents with the inspector. This included evidence about training and 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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