

Childminder report

Inspection date: 20 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 welcoming and stimulating setting. They enter an environment rich in eye-catching resources and exciting spaces. Children appreciate the accessible toys, both inside and outside. They confidently find toys and activities of their choice throughout the day. Children take the lead in their play experiences. The childminder supports and encourages learning through play. She is highly receptive and quickly gets to know children's needs and interests. This helps children to build important bonds with the childminder. They check in for support and reassurance, but also show independence in making choices.

Children show great interest in other children's play, and are eager to join in. They are inquisitive explorers, finding out how things work and wanting to learn more. Children love story time with the childminder. This is because she reads stories with enthusiasm and creates different character voices. The childminder makes story times exciting and inclusive. Children listen in awe, talking about the story and characters. This helps children develop an early love of books and reading.

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

- Teaching standards are good. The childminder plans activities to match children's interests and developmental needs. For example, the childminder introduced the theme around pumpkins; she planned sensory activities, such as exploring the pumpkin and painting it. Children then created pumpkins using cutting and sticking techniques. They thoroughly enjoyed a trip to a farm to see how pumpkins grow. These activities help children to develop a deeper understanding of the world.
- The childminder adapts activities to be inclusive for every child. She has a strong awareness of child development, planning individual developmental goals for children. She adapts her language and resources to ensure all children can access activities. For example, older children use scissors to develop their cutting skills and younger children use glue sticks during the same activity. All children are engaged, challenged and enjoy developing their creative skills.
- The childminder acts as a good role model to help children to be respectful towards each other. However, expectations for children's behaviour are not always consistently enforced, such as sharing, taking turns and tidying away their toys after use.
- The childminder creates an environment that is rich in language. There is lots of singing, rhymes and stories throughout the day. The childminder often introduces props when reading stories. She uses exciting character voices to gain children's interest. The childminder also models, repeats and praises language. As a result, children become confident and able communicators from a young age.

- Children who speak English as an additional language are supported well. The childminder has attended relevant training to help her understand how to further support them. She learned techniques and shared practice with other childminders studying the course. As a result, all children made good progress with communication and language development.
- Community opportunities are plentiful. The childminder takes children to singing classes, dance groups and local parks. She extends on these events in her planning, so that children can reflect on their experiences and share them with others. The childminder also uses these trips to support children with their personal, emotional and social skills. As a result, children enjoy playing with others in their local community.
- Parent partnerships are strong. Parents praise the childminder for being warm and creating a welcoming environment. They appreciate the varied activities, and how these boost children's confidence. Parents are grateful for the regular communication and updates on what children enjoy and learn each day.
- Many children attend other early years settings. Although the childminder has made some relationships, she has not fully established arrangements for working closely with all of the other settings that children attend, to ensure greater continuity in the care that children receive, and the learning opportunities provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge and awareness of the core safeguarding principles, such as possible signs of abuse. She is confident in the processes of recording and reporting concerns, including reporting to her local authority. The childminder is confident in reporting wider safeguarding issues, such as the risk to children of being drawn into radicalisation. She has attended recent training in safeguarding and first aid, and safety is paramount at her setting. The childminder has robust fire evacuation procedures and clear risk assessments for her indoor and outdoor provision.

What does the setting need to do to improve?

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

- develop a consistent approach to behaviour management to help children understand the expectations and manage their own behaviour more effectively
- strengthen partnership working with other settings that children attend, to develop greater continuity in children's care and learning.

Setting details

Unique reference number	2579676
Local authority	Essex
Inspection number	10250974
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Chelmsford. She operates Monday to Friday, from 8am to 6pm, all year round except for family holidays. The childminder holds a relevant level 3 early years qualification.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- This was the first routine inspection the setting 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 they want 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 relevant training certificates.

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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