

Childminder report

Inspection date: 30 November 2023

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 and confident in the childminder's care. She provides a warm and welcoming environment where children feel safe and secure. Children build strong bonds with the childminder. They are comforted by reassuring cuddles, which support their emotional well-being. The childminder has high expectations for children's behaviour. She models positive interactions that help children develop an awareness of the feelings of others.

Children readily explore the childminder's home and the inviting activities and experiences on offer. The childminder stores toys and resources that are accessible to enable children to select for themselves. For example, toddlers choose to play with the cars and garage. They eagerly invite the childminder into their play as they explore the vehicles and roll the cars down the ramp.

The childminder provides lots of opportunities for children to explore a range of materials and textures. This supports their sensory development and creativity. Young children demonstrate pride in their achievements. For example, toddlers squeeze and roll their play dough using different patterned rollers and successfully use shaped cutters in their play dough. They proudly tell the childminder 'I did it'. The childminder provides children with an abundance of praise and encouragement. This helps to boost their confidence and acknowledges their achievements.

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

- The childminder gathers detailed information from parents before children start at her setting. This helps her establish what children already know and can do. She uses this information to build an ambitious curriculum that is sequenced well to help support children's next steps in learning.
- Children benefit from a wide range of learning experiences that the childminder carefully plans for them to help promote children's awe and wonder in the world. For example, children visit local parks and forests where they look at different insects and animals. They go to the childminder's allotment weekly, where they plant seeds and learn how to grow their own vegetables. This helps children to develop their knowledge about the world around them and benefit from being out in the fresh air.
- Children are developing a love of books and stories, which helps support their future learning. They snuggle in close to the childminder as she reads stories that she knows the children are interested in. Children point out different characters in the books and feel the pages of sensory books. They delight in pressing the buttons on the pages and copying the animal sounds.
- The childminder has placed a focus on supporting young children's speech and

language development. She repeats words back to toddlers to gently support their pronunciation. She models new words, such as the colours of the baubles on the tree, and toddlers later repeat these back independently. However, on occasions, less confident children do not have the same strong support to practise and use their language or demonstrate what they know and can do.

- The childminder helps children develop the skills they need to be independent in their self-care. For example, toddlers wipe their noses and place the tissue in the bin. They know to wash their hands before they eat. The childminder ensures that she gives children tasks that they can accomplish. For example, children learn how to use age-appropriate knives at snack time as they chop soft fruit. This gives them a sense of pride in their achievements and a willingness to persevere with new skills and challenges.
- The childminder is highly reflective of her practice and continually looks for areas she could improve. She tailors her professional development to further benefit the children. For example, she has completed some additional training on supporting children's good oral health. This has made her more conscientious of the foods she provides for children. She is continuing her studies to broaden her knowledge and practice to further benefit the children.
- Partnerships with parents are positive. Written statements demonstrate that parents are extremely happy with the care and education the childminder provides. They feel well informed of their children's progress and describe the childminder as 'professional' and 'organised' in her approach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She attends regular training to ensure her knowledge is up to date. She has a good understanding of the signs and indicators that may mean a child is at risk of harm or abuse. The childminder knows the procedures to follow to report concerns about a child in her care or if there is an allegation made against her or a member of her household. This helps to ensure that children's well-being is protected.

What does the setting need to do to improve?

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

- enhance interactions to encourage less confident children to demonstrate what they already know and can do and practise using new vocabulary.

Setting details

Unique reference number	2647677
Local authority	Essex
Inspection number	10301033
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	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Elsenham, Essex. The childminder operates her service all year round, from 7.30am to 6pm, Tuesday to Friday, except for bank and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector reviewed written feedback from parents during the inspection and took account of their views.

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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