

Childminder report

Inspection date: 7 March 2024

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

The childminder has a very secure understanding of how children learn. She provides children with a wide variety of high-quality resources in an inviting playroom. The childminder delivers an ambitious curriculum that supports what children already know and builds on what they need to learn next. She follows their preferred way of learning, interests and curiosity and is skilful in her interactions with them as they play. Children make good progress and are sufficiently challenged and supported. The childminder invests time in getting to know the children and their family before they attend and therefore, even very young children are happy and confident in the environment and settle quickly. Children have established close, trusting bonds with the childminder and make friendships with other children attending. The childminder has high expectations and children play well together and their behaviour is good.

The childminder teaches children the skills that they need for successful future learning and transition to school. There is a strong focus on children's emotional development and the childminder has a gentle, calm and nurturing approach with the children. Children demonstrate they feel safe and secure in her care. The childminder is a good role model and effectively supports children's speech and language development. Children are confident speakers and even young children show they are confident and willing to engage visitors to the home in their games.

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

- The quality of teaching is good. The childminder is aware of the importance of continuous professional development. She is committed to improving her knowledge through training opportunities and research. The childminder evaluates the service she provides to improve outcomes for the children.
- The childminder has established effective, working partnerships with parents. Parents comment on the 'wonderful' childminder and are grateful for the 'amazing care' their children receive. They discuss their children's good progress and the fun activities and outings that are provided. They also comment on the support they receive regarding their children's unique needs.
- Children's mathematical development is thoroughly supported through their play. For example, they are gently supported as they use magnetic construction to make houses for their dolls. Positional language, such as 'balance', 'under' and 'on top', is used to widen their vocabulary and help them understand space and shape.
- The childminder encourages children's love of books and provides them with exciting opportunities to develop their imagination as they immerse themselves in interactive stories. Even very young children use props and predict what is happening next in familiar stories.

- Children's communication skills are supported well. Children are inquisitive and are confident speakers. They ask lots of questions. The childminder models language well. She positively engages children in conversation and is aware of the importance of allowing time for children to process information and respond. Children listen with intent to stories and the childminder's instructions.
- Children's creativity is fully supported. They have great fun singing. They use props, such as scarves and puppets, and enjoy the interactive music time. They have ample opportunity to express themselves through sensory play opportunities. Young children demonstrate sustained concentration as they make creations using dough and collage materials. They relish the encouragement and praise they receive for their efforts.
- There is a strong focus on children's well-being, and children demonstrate they feel secure and are confident. They show curiosity and an eagerness to learn and ask lots of questions. They develop the skills they need for successful future learning through planned activities. The childminder acknowledges the importance of preparing children for their transition to school. However, the childminder has not fully established professional relationships with other early years settings children attend, to provide continuity in their learning and development.
- Children's personal needs are well met. They are fully encouraged and supported to use the bathroom and understand the importance of washing hands before eating. Young children are made very comfortable if they require a sleep. They are reassured and offered comforters and are provided with a comfortable, calm and quiet space to rest.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings children attend, to provide consistent support for their learning and development.

Setting details

Unique reference number	2650768
Local authority	Essex
Inspection number	10332958
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Dunmow, Essex. The childminder operates all year round from 7.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hartigan

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder provided the inspector with a sample of documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024