

Childminder report

Inspection date: 20 November 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 caring and attentive childminder has created a warm and nurturing environment, where children flourish due to the highly personalised care and education they receive. They show high levels of happiness and well-being as they explore the childminder's home with confidence. Routines are swiftly adapted to accommodate children's unique needs, such as having an earlier snack after missing breakfast. Children play together, showing kindness. Developing empathy is seen in their play as they gently place dolls in the cot and cover them with a blanket. The childminder sets clear and consistent expectations, which children understand well, such as tidying away toys.

Children are offered plenty of choices during their day, including what to have for lunch and where to play. The childminder supports children when they find it difficult to choose. For example, when they want to continue making autumn pictures outside, she gives them the choice to continue inside in the warm. This prevents disruption in children's learning as well as teaching children about compromise.

The well-rounded curriculum offers children plenty of opportunity to learn and develop across all seven areas of learning. Children explore the exciting and engaging activities that encourage their thinking and questioning skills. For example, when they find ice in the garden they place it in the warm water as they wonder what might happen. The skilful childminder guides their learning as they explore questions together.

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

- Children are excellent communicators. The childminder uses every available opportunity to shower children with rich and varied language. Children hear words such as 'juicy' as they prepare fresh oranges for snack. The childminder describes the ice found outside as 'slippery' and 'sparkly'. Children engage in ongoing dialogue with the childminder about what they are doing. They show delight as they sing 'Tiny Tim' and read stories about animals.
- The childminder knows the children incredibly well. She skilfully combines this with her inspired teaching to provide learning experiences that help children develop knowledge that sticks. For example, children remember about 'invisible' germs and how healthy foods are good for your bones. She recognises each child's individual learning style and matches learning experiences to develop these.
- Children enjoy role play. The childminder helps children to connect recent experiences with play, such as 'going to the doctor's'. Children listen to the doll's heart with a stethoscope and proudly announce they made them better with

'medicine'. Children confidently lead their own play using their developing imagination.

- The childminder weaves mathematics into fun and engaging activities. Children identify and sort coloured pasta into cups. They are developing an understanding of quantity as they correctly answer that the number two can also be represented as two spots.
- Children are becoming highly independent. They skilfully manage their coats and shoes before exploring outdoors. They manage personal hygiene, such as wiping their noses and using the toilet, with growing confidence and skill. The childminder offers sensitive support that encourages children to practise and refine these essential skills.
- Community outings further provide children with broad and rich opportunities to learn. Children visit the local nature park, farm, and wildlife centre. They meet with other childminders and children to broaden their social interactions and experiences. Children learn about road safety and directions to local areas.
- Children access a range of creative experiences. They use their autumn leaves to create 'snuffly hedgehogs'. Children enjoy adding the glue to their pictures and a range of coloured leaves. Children suggest sticking a leaf to the ice. The childminder follows their lead and they wait patiently to discover what has happened later in the day.
- The childminder plans learning experiences that teach children about festivals, such as Diwali. Children are beginning to develop an awareness of their similarities and differences. However, the childminder has not yet developed this enough to help all children to develop a positive sense of identity and promote respect for each person's uniqueness.
- Effective assessment and partnerships ensure that children make consistent progress from their starting points. This includes working with parents and professionals to build a clear picture of children's strengths and areas where they may need further support. Parents express their delight at having a place with the childminder and the amazing progress children make.

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:

- support all children further to develop a positive sense of identity and an understanding of what makes them unique, helping them to develop respect for different people.

Setting details

Unique reference number	2757077
Local authority	Essex
Inspection number	10349744
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminding agency between 2022 and 2023. They registered with Ofsted in 2023. The childminder lives in South Woodham Ferrers in Chelmsford. She operates term time only from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key 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.

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