

Childminder report

Inspection date: 5 August 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 knows the children in her care well and understands what they enjoy doing. She engages with them naturally as they play, introducing them to new and interesting vocabulary, such as 'tarantula', 'segment' and 'serve'. Children are developing positive attitudes to learning and often spend sustained periods engaged in activities. For example, children carefully select the correct shape to build their object as they play with magnetic tiles. When their constructions collapse, they show resilience to try again, eventually succeeding in their aims.

Children are kind and caring towards each other. They share resources and take turns with minimal support from the childminder. The childminder is keen to foster these warm relationships. She encourages older children to support younger ones, and children offer praise and encouragement to their friends. For example, when they knock down skittles or manage to hit a ball, children cheer and share in each other's delight.

The childminder makes good use of the local area to enhance the activities and opportunities children take part in. Children regularly visit local streams, spend time at local play areas and attend music and soft-play sessions. These activities help to broaden children's understanding of the wider world and extend their social interactions.

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

- The childminder is keen to provide a curriculum that supports children to be confident, happy and emotionally prepared for their move to pre-school and school. She uses observations, regular assessment and children's interests to plan her curriculum. Overall, the childminder's curriculum supports children's development across the areas of learning. However, occasionally, the childminder is not focused enough in her planning. This means that, on occasions, she does not make the most of opportunities to build on children's prior knowledge and skills to the very highest level.
- Children are developing age-appropriate independence. They confidently put on their shoes, wash their hands and help to tidy away resources. However, the childminder can sometimes be too quick to intervene and fix problems that children encounter during their play. As a result, children do not always have the opportunity to solve problems and come up with their own solutions.
- The childminder offers lots of opportunities for children to develop early mathematical understanding. When clearing away play dough, the childminder helps children to notice whether they need a large or a small pot. Children are regularly encouraged to count, and older children are supported to start to add numbers together. The childminder helps children to notice patterns during their

play. While playing with magnetic shapes, she talks to children about the differences between a hexagon and a circle and explains any misunderstandings.

- Children learn about the importance of healthy lifestyles. They understand the need to wear hats on sunny days and to drink to keep hydrated. Children enjoy reading books and taking part in activities about oral health. They are keen to share their experiences of visiting the dentist. The childminder provides children with healthy snacks and meals, taking into account any allergies or dietary preferences.
- The childminder keeps children safe. She supervises them at all times and has considered well how to make the best use of her inside and outside environments. The childminder supports children to start to learn about their own personal safety.
- The childminder engages well with the parents of children in her care, ensuring a two-way flow of information about children's learning and development. Parents are complimentary about the childminder. They describe her as 'professional and organised' and would 'recommend her to other parents'.
- The childminder shows a commitment to continue to improve and develop her service. She talks about the positive outcomes for children of her dedicated playroom. The childminder regularly undertakes short courses and attends professional webinars. She explains how she has implemented her new learning and the positive impact it has had on the service she provides to families.

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:

- develop planning further to ensure the intent for activities is clearly identified and implemented, providing children of all ages with the very best opportunities to build on prior knowledge and learning
- refine interactions with children so they have opportunities to solve problems independently to help to further develop their resilience and confidence in their own capabilities.

Setting details

Unique reference number	2757301
Local authority	Essex
Inspection number	10349633
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	2 to 8
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 2023. She lives in Great Chesterford, near Saffron Walden. The childminder is open Monday to Thursday, from 8am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Julia Sudbury

Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable. She spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning. She spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The childminder provided the inspector with a sample of key documentation.

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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