

Childminder report

Inspection date: 14 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

Children are happy and settled in this welcoming and friendly setting. They build secure emotional attachments to the childminder, who consistently responds attentively to their individual needs. Children enthusiastically explore the enticing and safe environment. They become highly engaged in activities because the childminder provides resources and daily activities that match their interests. Children are developing their concentration and hand-eye concentration skills as they carefully thread pasta tubes onto pipe cleaners. The nurturing childminder models this activity first and offers clear instructions. This helps children feel empowered and confident to successfully develop their small physical skills.

Children benefit hugely from a vast array of outings and learning experiences in their local community. Weekly visits to the local playgroup offer opportunities for children to develop their social skills. They learn to play cooperatively as the childminder encourages turn-taking games. She provides meaningful praise for children's spontaneous acts of kindness, which promotes repetition of these positive behaviours. Children develop a love of reading as the childminder enthusiastically reads stories they have chosen. Children attempt to copy what the childminder is saying as she repeats familiar words and phrases in a joyful manner. This means children make swift progress in their speech and language development.

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

- The childminder offers bespoke settling-in sessions, helping her get to know children before they start. She has robust assessment processes in place, alongside gathering ongoing information from parents and any other settings the children attend. This means children's well-being is consistently prioritised, enabling the childminder to provide learning experiences that continually support children's individual learning goals.
- Overall, teaching is good quality, and all children make good progress from their starting points. The childminder knows children well and continually reflects on children's involvement during activities. For example, she recognises that during a singing activity, children are more interested in exploring the bag of props than joining in the singing. The childminder skilfully redirects the activity to encourage finger puppet play. Children enjoy learning to pronounce different animal names and practise the sounds they make. As a result, her interactions ensure that children's play is continuously purposeful and supports them to achieve their best learning outcomes.
- The childminder has a good understanding of how to support children to develop their independence. For example, she encourages children to use their feet to push themselves forward in the ride-on car, rather than pushing it for them.

Occasionally, the childminder does things for children that they can do for themselves. This reduces opportunities for children to learn and practise new skills that help them become increasingly independent in managing their self-care needs.

- The childminder sensitively reinforces the high expectations she has for children's behaviour. For example, when children have a disagreement over a popular toy, she calmly redirects their play while they wait for their turn with the toy. This supports them to begin to accept the needs of others and learn how to resolve conflicts themselves.
- The childminder skilfully teaches mathematical concepts, such as counting in sequence, through age-appropriate interactions. For example, during children's play, she points to individual objects while counting them. Consequently, children are beginning to develop their understanding of numbers and quantity.
- The childminder describes how she works collaboratively with parents and outside professionals, such as speech and language therapists. This helps to ensure that all children, including children with special educational needs and/or disabilities, have their needs continuously met.
- Children develop healthy lifestyles with continuous access to outdoor play. They develop their core muscles while climbing up the steps of the slide, before pulling themselves up at the top. They giggle with laughter as they slide down. Children build their confidence and test their physical abilities as the childminder stands close by, which reassures them to challenge themselves.
- Parents applaud the daily, face-to-face communication and regular assessments of their children's progress, which enable them to further support their child's learning and development at home. The childminder supports seamless transitions as children move on to the next stage of their education.

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:

- focus on consistently supporting children to become increasingly independent in managing their self-care needs.

Setting details

Unique reference number	2768707
Local authority	Essex
Inspection number	10349738
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Chelmsford. She operates all year round, from 8am to 5pm, on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for the children's learning. The childminder discussed with the inspector how she ensures that the environments for learning, both indoors and outdoors, are safe and suitable.
- The inspector read and considered testimonies from the parents of children who attend the childcare setting.
- The childminder explained to the inspector how she implements the curriculum and supports all children to make progress.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- The inspector asked the childminder questions during the inspection to establish her understanding of how to safeguard children.

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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