

Childminder report

Inspection date:

14 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the childminder's care. They are extremely happy and confident. They play in a stimulating environment dedicated to meet their every need. Children spend long periods engrossed in play. They use their imagination with an ice-cream cart, making ice creams for their friends and adults, singing songs as they go. They respond positively when the childminder adds ice-cream cones and shaving foam into their play. Children scoop up the foam to make pretend ice creams, counting the number of scoops it takes to make a 'big' one.

Young children instinctively adapt their play and ideas. They retrieve the toy dinosaurs that are discreetly hidden in the herb garden. They explore the shaving foam and use it to bathe their dinosaurs. Very young children demonstrate their growing understanding of safety practices as they tell the childminder that the foam will 'sting' the dinosaur's eyes if it gets into them. Furthermore, they explain to the childminder that her dog cannot eat the ice cream as this will cause a 'tummy ache'.

Children develop exceptional bonds with their friends and the childminder. They show genuine care and concern for their friends. When their friends do not attend, children ask the childminder if they are 'poorly'. Children are kind and caring towards each other, share resources extremely well and consider the feelings and needs of others. For example, young children ask the childminder if she needs any help to prepare their snack. Children enthusiastically help the childminder with tasks, such as putting the plates and cups out. This helps children to feel valued and involved in their day.

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

- The childminder supports children to learn a breadth of vocabulary as she introduces new words to them seamlessly as they play. For example, when sorting shells in size order, she tells them that one of the shells is from an 'oyster'. To deepen their understanding of where these come from, she reminds the children of trips to the local beach where these can be found. The childminder skilfully uses activities to support children who require help with their speech and language. For example, children are encouraged to blow bubbles and pretend candles on their cakes, to help them develop the facial muscles to form letter sounds more successfully.
- Children speak fluently about their experiences. The children and childminder create a memory book of all the different experiences and places they have been. They share time looking through the pictures and discussing what they were doing. The children describe, in great detail, all the exciting places they have been. They recall going to the beach and having ice cream, remembering

that it melted and ran down their arm. This shows that children are developing excellent memory skills at a young age and can recall previous events.

- Parents are extremely positive about the care and education their children receive. They value the childminder's support and state that she has had 'an enormous impact on our children's lives'. The childminder ensures that parents are exceptionally well involved in their children's learning. She provides home learning ideas for parents to support their children's development. Parents are kept updated about what their children are doing through an online app. This helps to provide continuity of care and learning to the highest level.
- Children are offered a wide variety of activities to develop their mathematical knowledge. The childminder skilfully adds mathematical concepts into their play. For example, when children make play dough birthday cakes for each other, the childminder ensures there are different-sized cake moulds. She joins in with their play and helps children to start to use simple addition, by asking them how many more candles they need. Children confidently recognise that they need two more candles to make the number 10.
- Self-evaluation is used extremely well. The childminder meticulously considers children's interests and prior knowledge when planning activities. She identifies that children need opportunities to develop an understanding of how to manage their own risks. She offers them resources for them to plan their own physical play. Children place planks of wood between tyres. They carefully balance and walk along them. When they start to wobble, they know that they need to move their feet to make them more stable.
- Children have opportunities to visit places in the community. For example, children visit the beach and make sand angels, go fishing in puddles, and explore the woods as the childminder links this with 'The Gruffalo' story. This helps children to develop awe and wonder of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard the children in her care. She attends training to ensure that her knowledge is up to date. She has an excellent knowledge of the signs and indicators that could mean a child is at risk of harm or abuse. The childminder follows robust policies and procedures and ensures that her referral methods are in line with the local arrangements. She has clear procedures to follow should she have concerns about a child's well-being. She is knowledgeable about safeguarding issues, such as female genital mutilation, and holds a current paediatric first-aid certificate.

Setting details

Unique reference number	590038
Local authority	Essex
Inspection number	10127078
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	3 December 2015

Information about this early years setting

The childminder registered in 1996 and lives in Chelmsford. She operates Monday to Friday, from 8am until 5.30pm. She operates all year round, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides funded early education for two-, three- and four-year-old children.

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Discussions were held between the childminder and the inspector, to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents through their written feedback.

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 2022