

Childminder report

Inspection date: 3 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have many opportunities to learn and be curious about the world around them. For example, following children's interests, the childminder organised a trip to the 'Gruffalo forest'. Children enjoyed following maps to find characters in the story. They learned about different types of trees and observed wildlife, including squirrels, while they were in the forest. The childminder also takes children to the zoo regularly. Children love learning about new animals and their names. They enjoy caring for 'Ronnie' the childminder's pet rabbit. Children use their 'gentle hands' to stroke the rabbit and learn what food he likes to eat.

Children develop good communication and language skills. They learn a wide range of new vocabulary such as 'soil', 'expand' and 'spikey', as they participate in an activity to grow cress. Children remember the new words they learn and use them in their play. They begin to make comparisons between soil that has been watered and soil that has not. The childminder models the correct pronunciation of words to develop children's speech.

Children have good social skills and enjoy each other's company. They show care and empathy for each other and learn how to solve problems. For example, children offer to share their snack when one child has selected less fruit than them. Children learn that, 'sharing is caring'. They attend regular toddler groups to develop their social skills. Since they have started attending the groups, children's confidence has progressed, which has supported their social interactions.

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

- The childminder has an effective settling-in procedure in place. She has meetings with parents before children start. The childminder meets with children and their families to learn how she can support children's progress further. She finds out about children's interests, their likes and dislikes and their backgrounds. The childminder supports children with special educational need and/or disabilities (SEND) and children who speak English as an additional language. Parents provide words in their home language. The childminder has recently taken children to a local shop that sells food originating from Poland. During snack, they try the different food and comment on how it tastes.
- The childminder communicates regularly with other settings that children attend regarding their current interests and progress. She also discusses children's interests and progress with parents, particularly parents of children with SEND. Together they discuss targets for children's next steps in learning. This promotes consistency of care between the settings and home.
- Parents comment that children are excited to go to the childminder. They say that their children, 'feel safe and loved' and that she is, 'wonderfully supportive'.

and provides guidance'. They add that, 'their children are happy and stimulated and learn new skills while they are in the childminder's care'.

- The childminder helps children to get ready for school. They read stories about 'going to school' and they visit the local school daily as they drop off and collect older children. The childminder encourages children to follow routines and instructions and supports them with their coats. However, children do not always have opportunities to learn self-care skills to support their independence further.
- The childminder has created strong bonds with the children. Children enjoy cuddles and are provided with reassurance when needed. The childminder reads stories to children with enthusiasm. Children show great excitement when the crocodile puppet nibbles their fingers with its sharp teeth. This leads onto a discussion around how to keep their teeth clean. Children comment that they visit the dentist to keep their teeth healthy. They also talk about their emotions and how they can feel happy again if they are feeling sad.
- Children have good opportunities to learn mathematical skills. They categorise objects and discuss sizes, including big and small. Children learn to count objects and use their fingers to match quantities.
- Older children show high levels of engagement during activities. They concentrate as they use tweezers to organise objects into the matching coloured bowl. Children use spoons as they hide the dinosaur in the rice. They also focus well as they successfully participate in a threading activity. However, the childminder does not always adapt activities to accommodate all children's abilities, to meet their individual learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder teaches children how to stay safe, including road safety and how to stay safe online. The childminder is aware of signs and symptoms of abuse and how to report any concerns. She knows the signs and symptoms of wider safeguarding concerns, including female genital mutilation and domestic abuse. She is mindful of the local risks in the area such as county lines. She is aware of the reporting procedures if there were to be an allegation against her or a member of her household. The childminder reviews children's attendance to help ensure children are kept safe.

What does the setting need to do to improve?

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

- support children to be even more independent to develop their self-care skills
- adapt planned activities to consistently take into account the abilities and interests of all the children.

Setting details

Unique reference number	590108
Local authority	Essex
Inspection number	10276384
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2000 and lives in Chelmsford. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Stef Montgomery

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 and inspector completed a learning walk together to discuss the areas of learning, the curriculum and what they want children to learn.
- The inspector observed a planned activity and evaluated this together with the childminder.
- The inspector spoke to children about what they enjoy doing at the setting.
- The inspector took into account parents views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.

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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