

Childminder report

Inspection date: 19 January 2022

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 thrive in the care of this passionate and dedicated childminder. They show that they feel happy and safe with the childminder and often approach her for cuddles. Children demonstrate mature social skills. For example, young children spontaneously ask others, 'Would you like to come and play with me?'. Children show good communication skills as they engage in conversations with the childminder and each other.

Children behave well. The childminder has clear expectations for behaviour and encourages children to be polite and always use their manners. She skilfully helps children to develop an understanding of sharing and taking turns to support their social skills. For example, she shows them how they can share out a large bowl of beads into more bowls so they can all play with some.

Children benefit from the broad and interesting range of activities and experiences the childminder plans for them. For example, they have frequent opportunities to visit local amenities such as the nearby lakes, reservoir and woods. Children explore and learn about the natural environment. They often bring back natural resources to investigate, such as the catkins they recently collected in the woods. Children attend local toddler groups and activity centres. They are keen to tell visitors about the activities they particularly enjoy.

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

- The childminder uses books and props to support children's understanding and interest as they learn. For example, children show curiosity as the childminder reads a book to them about going to the dentist. She encourages children's recall of using toothbrushes and toothpaste to clean their teeth. They excitedly practice on a model of a set of plastic teeth. The childminder skilfully introduces new words, such as 'floss', and explains 'it is like string to clean between our teeth'.
- Children show good imagination as they play with the role-play resources. For example, they put on firefighter hats and excitedly shout 'fire, fire!' as they push along the model fire engines. The childminder interacts appropriately to extend children's play. For example, she suggests they need water hoses to put out the fire and provides long plastic tubes.
- Children have opportunities to develop their small-muscle skills and hand-to-eye coordination. For example, they confidently stack bricks together and compete to see who can build the highest tower. The childminder uses the opportunity to support children's mathematical development by asking them questions, such as 'which tower is higher?' and 'which tower is the tallest?'.
- The childminder plans a broad, purposeful and interesting curriculum to help

children make progress in all areas of learning. She plans learning opportunities that follow children's interests and meet their individual needs. Children are keen to engage in activities. However, on occasions, the childminder misses opportunities to support and encourage quieter children to fully engage and participate in discussions and activities when more confident children take the lead.

- Children are developing good levels of independence and responsibility. For example, they take turns to spray and wipe the table clean for snack time. Children listen and respond appropriately to the childminder when she gives them small tasks to help with tidying up the toys.
- The childminder makes observations and detailed assessments to continually monitor children's progress. She uses this information to plan activities that support their next steps in learning. The childminder gives parents regular feedback about their children's experiences and development. However, she does not yet share information to help parents support and extend their children's learning at home.
- Parents are highly complimentary about the childminder. They value the regular updates they receive about what their children have been doing. Parents praise the range of outings the childminder provides for their children. They say their children 'could not be happier' and that the childminder 'deserves a medal for her hard work'.
- The childminder is committed to continually improving her practice. She completes targeted training to help her support any emerging needs of the children in her care and to improve their learning experiences. In response to the COVID-19 pandemic, the childminder has implemented additional hygiene practices to help minimise risk to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role and responsibility to keep children safe. She confidently identifies the possible signs and symptoms that may indicate a child is at risk from harm. The childminder has a clear understanding of how to respond appropriately to a concern. She demonstrates knowledge of the wider safeguarding issues, such as the 'Prevent' duty. She regularly attends safeguarding training to help ensure her knowledge remains up to date.

What does the setting need to do to improve?

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

- provide more support for less confident children to enable them to fully engage, and participate in their learning, at the highest level

- extend the good communication with parents, exploring ways to share information with them about how they can support and extend children's learning at home.

Setting details

Unique reference number	EY221627
Local authority	Essex
Inspection number	10073063
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 2002 and lives in Chelmsford, Essex. She operates Monday to Friday from 7.30am to 5pm all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marisa White

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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector reviewed testimonials from several parents during the inspection and took account of their views.

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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