

Childminder report

Inspection date: 31 March 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 are happy and play together cooperatively. They enjoy taking part in board games and know how to take turns. Children show how they are learning to predict. For example, they work out the probability of who will win by looking at who has the most complete cards throughout the games. Children are pleased when their predictions are correct. The childminder helps children to learn about healthy lifestyles as they play. Children can explain which foods are healthy and which should be a treat, such as food that contains sugar. They discuss the importance of brushing their teeth to keep them clean and healthy. Children's behaviour is good.

Children's independence skills are strong. They understand the daily routines and what they need to do. At snack time, children find their own mats, plates and cups in the cupboard and lay the table. They are proud of their achievements, for example when they manage to cut up their fruit. Children's speech and language skills are developing well and they readily chat to each other. The childminder is aware that some children are not yet using all sounds correctly. She sensitively reinforces their language development as she clearly repeats words back to children, emphasising the sounds they are struggling with.

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

- The childminder understands how to develop and implement her curriculum to support each child to learn. She gets to know children well when they start to attend. For example, she talks to parents and observes children during settling-in visits. The childminder implements next steps in learning for children, which build on their previous experiences and skills. She continues to observe their learning and makes regular assessments of their development. Children are making good progress.
- Children have many opportunities to be active and enjoy spending time outdoors. The childminder talks about how they visit parks, nature reserves and the beach for physical play and exploration. She has plans to develop her garden so that children can access outdoor physical activities more freely.
- The childminder plans activities to help children to develop their mathematical and literacy skills. Her teaching in these areas is good. Children enjoy searching through coloured rice to find numbers and words. The childminder sounds out words that link to their activity, such as 'scoop' and 'dig'. She encourages children to use the action to further promote their understanding of verbs. Children are learning how to recognise and understand numbers. However, at times, the childminder's identified next steps for learning in mathematics, for some children, are too high.
- Children are developing good skills when using their hands. They carefully

thread wool through holes in cards and spend time opening small play eggs to put pretend chicks inside. These early skills prepare children well for writing and using tools at school.

- Parents' comments about the childminder are very positive. They say that their children are very happy to attend and thrive under her care. Parents say that the childminder provides them with regular updates about how their children are learning and developing.
- The childminder provides some opportunities for children to learn about different people and cultures, such as through teaching them about festivals. However, she has not fully considered how to help children to develop a rich and meaningful understanding of families and communities beyond their own.
- The childminder is a highly reflective practitioner. She is constantly looking for ways to improve children's experiences and outcomes. Following a recent discussion with a dentist, she is considering how she can promote children's oral health even more. The childminder has an impressive log of continuous professional development. She reflects on every training course and webinar she undertakes and consistently implements her new knowledge into practice. This enables the childminder to continually improve and develop her service and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to the possible signs that children could be at risk of abuse or extremist behaviour. She has a clear understanding of her role in protecting children from harm and promoting their welfare. The childminder knows how to contact relevant agencies in the local area to seek advice or to make referrals. She has a clear safeguarding policy, which she uses to underpin her good practice. The childminder undertakes regular child protection training to keep her knowledge relevant and 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:

- continue to support children to understand numbers up to 10 securely before introducing them to higher numbers
- strengthen opportunities for children to have rich experiences to learn about families and communities beyond their own.

Setting details

Unique reference number	EY298951
Local authority	Essex
Inspection number	10069339
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 October 2014

Information about this early years setting

The childminder registered in 2005 and lives in Chelmsford, Essex. She operates from 7.30am to 5pm, Monday to Thursday, during school term times. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

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 childminder.
- The inspector and the childminder looked at the areas of the childminder's home that she uses with children and discussed how she implements her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They talked about the needs of individual children and the progress they are making.
- A sample of policies and procedures were looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections on her practice with her.

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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