

Childminder report

Inspection date: 27 February 2020

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 and babies show they are confident and feel safe in the childminder's home. They are keen to involve the childminder in their play. Babies and toddlers go to the childminder when they need some reassurance and she gives them a cuddle before they go off and play again. The childminder ensures that activities are planned effectively to promote high levels of motivation and exploration, and allow children to follow their interests.

Children have many opportunities to practise their developing independence skills. They enjoy purposeful tasks, such as preparing a sandwich for lunch. Children develop their physical skills when spreading butter onto bread and practise using scissors. They demonstrate their mathematical awareness and concentrate and persevere as they sort and match animal dominoes. Children show an interest in early writing. They begin to recognise letters and say the initial sounds of words.

Children behave well. The childminder takes children to many activities outside the home to increase their social skills and build their confidence in new situations. Children learn to respect each other's differences through a range of activities that teach them about people and the wider world. The childminder sensitively encourages young children to take turns, share toys and take care of their environment.

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

- The childminder has effective procedures to help new children settle in. Children's and babies' individual needs and routines are well met. The childminder talks to parents and gathers all the relevant information on their individual care routines, such as how they sleep, their interests and how they are comforted. She treats children with kindness and care, which helps children gain a sense of well-being and belonging.
- The childminder promotes children's communication and language effectively. She talks enthusiastically to children and explains what she is doing throughout everyday routines. The childminder asks them relevant questions to encourage them to think and use their imagination. She repeats new words to children and explains what things are called. For example, children learn the word 'nocturnal' when finding out about animals that sleep during the day and are awake at night.
- Children enjoy cuddles with the childminder as they share familiar storybooks. They listen attentively and confidently join in with the repeated rhymes and phrases. Children go on regular trips to the local library where they delight in choosing new books to bring back to the setting.
- Since the last inspection, the childminder has improved the indoor play

environment for children. There is now a dedicated, vibrant playroom with good-quality resources to inspire children to learn new things. The childminder rotates play materials regularly for children to help to retain their curiosity and extend their ideas. Although there are plans to improve the garden, the childminder is not yet consistently providing exciting outdoor experiences, particularly for those children who enjoy playing and learning outside.

- Children learn about healthy lifestyles as they take part in physical activity and develop their coordination. They follow good hygiene routines and benefit from eating nutritious meals and snacks. The childminder recognises when babies and toddlers are tired. She ensures they sleep peacefully and undisturbed.
- The childminder establishes very positive relationships with parents. She provides key information for parents about their children's next steps in learning. The childminder actively encourages them to share details about their children's learning at home. She also works with parents to encourage them to support their children's development, for example when toilet training. Parents comment that their children thrive in the childminder's care and say they appreciate the variety of activities and outings she offers.
- The childminder also forges effective partnerships with other childminders and local authority professionals. However, the sharing of information with the other settings that children attend is not yet fully effective in promoting a shared approach to children's care, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues. She knows how to refer any concerns to the relevant authorities and keeps her knowledge current by completing regular training. The childminder confidently explains the different types of abuse. She also understands wider safeguarding concerns, such as online risks and different types of bullying. The childminder understands her responsibility to protect children from extreme ideas and views.

What does the setting need to do to improve?

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

- implement the plans to enhance the range of opportunities and experiences available to support children who prefer to play and learn outdoors
- strengthen partnerships with the other settings that children attend to support and complement children's care and learning experiences consistently.

Setting details

Unique reference number	EY344089
Local authority	Essex
Inspection number	10073795
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	0 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	22 March 2016

Information about this early years setting

The childminder registered in 2006 and lives in Chelmsford, Essex. She operates all year round from 7am to 6pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays agreed in advance. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Pat Champion

Inspection activities

- The inspector looked around the premises and held a discussion with the childminder to understand how the early years provision is organised.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector viewed focused activities with the childminder and discussed the children's learning and development.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector saw evidence of the suitability of the childminder and her family, the childminder's qualifications, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from their written responses to surveys organised by the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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