

Childminder report

Inspection date: 6 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children clearly feel at home with the childminder and assistants. The adults develop caring, positive relationships with the children, offering lots of laughter, cuddles and affection. Children eagerly explore the wide variety of activities on offer. The large outside play space is full of exciting resources that support the children's learning and link to children's individual interests. Children play happily together, enjoying each other's company and learning from each other.

Children anticipate the routines of the day and eagerly help to tidy up ready for the next activity. They confidently talk about the new game they have developed and show excitement in taking part. Children help to set out the balls and baskets. They learn how to match colours, count the balls and balance the balls in a variety of ladles and serving spoons. Every child has the opportunity to learn a new skill and practise existing skills.

Children enjoy being physically active. The large garden offers children the opportunity to use ride-on toys, rockers and the wider space to run and play. They particularly enjoy the water and sand play. Children practise pouring and scooping, judging how much sand fills the jug. They learn about things that sink and float. Adults support the children to learn mathematical concepts through exploration. Children also enjoy the guttering ball-run. They experiment with different balls, considering which ones go faster. At times, they use water to pour down the guttering. Children are encouraged to be curious in their play and learn through trial and error.

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

- The childminder and assistants know the individual children and their families well. Parent partnership is strong. The childminder works closely with parents to ensure that she offers consistent care in line with parents' wishes. She has discussions with them about their child's development and plans next steps in collaboration with them. Parents report how supportive the childminder is, offering advice and guidance. They comment how this feels like a 'second home' to their child, which gives them the reassurance they need to attend work without worry.
- Children's behaviour is very good. The adults use praise to reinforce the good behaviour. Children are keen to please and are proud when they help to tidy up. Adults shower the children with praise, leading to other children being keen to tidy to receive the praise too. Distraction and gentle support is given when children are learning to take turns and share. Younger children are quick to accept the support and move to other play, without disrupting older children's play.

- The childminder has a clear focus on speech and language development. She is knowledgeable about how to support children's communication skills. The childminder and assistants gently correct toddlers who try new words. Regular visits to the library for rhyme time are further supported with mini sessions at the setting. Children delight in choosing the songs and singing together with actions. The childminder notices children who are delayed in their speech and works with parents to support their progress. She uses her experience to work with parents to access early intervention programmes and specialist support where necessary.
- Children regularly go on walks in the local area. They enjoy adventures to the nearby farm, forest and parks. Children benefit from the broad range of experiences the childminder offers beyond the setting. They have opportunities to learn about the local community and the natural world around them.
- The childminder understands and talks confidently about the importance of teaching children to be independent. However, the practical set up in some areas prevents the children from making the most of these opportunities. For example, the water dispenser is placed too high for younger children to reach and coat hooks are not accessible. This leads to missed learning opportunities for children to further develop their independence.
- Throughout the year, the childminder links with other local childminders. They plan activity sessions together, offering children opportunities to socialise in larger groups. When children are moving on to school, the childminder works in partnership with school staff to support a smooth transition. In addition, she arranges 'play dates' with children also transitioning to school, to support new friendships.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is a safe environment. She checks her premises and uses child safety equipment to minimise risks. Clear processes are in place to monitor sleeping children and manage allergies. The childminder ensures that all adults working with the children are suitable and they all attend regular safeguarding training. She has an up-to-date and thorough knowledge of safeguarding and child protection issues. The childminder is knowledgeable about all types of child abuse and is confident to recognise when a child is at risk. She knows the agencies to contact if she is concerned about a child.

What does the setting need to do to improve?

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

- enhance the learning opportunities for all children to develop their independence throughout the session, building on what they already know and can do.

Setting details

Unique reference number	EY467363
Local authority	Essex
Inspection number	10295492
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 6
Total number of places	12
Number of children on roll	21
Date of previous inspection	14 December 2017

Information about this early years setting

The childminder registered in 2013. She lives in Elsenham, Essex. The childminder operates her service all year round, from 7.30am until 5.30pm, Monday to Thursday, including bank holidays and excluding family holidays. The childminder works with assistants.

Information about this inspection

Inspector

Sue Triscott

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 the evaluation of the setting.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed testimonies from parents.

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 2023