

Childminder report

Inspection date: 20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle quickly into this extremely welcoming home environment. They develop warm relationships with the childminder and form strong friendships with their peers. Children access effective learning opportunities both indoors and outdoors in the childminder's well-planned garden space. They can independently access organised and interesting toys that support different areas of learning across their ages.

Children listen attentively when familiar books are read. The childminder provides props to support children with storytelling. Young children enjoy looking at picture books, happily pointing to known characters. The childminder provides the appropriate words or sounds. Older children are enthusiastic in providing the rhyming word endings. They are excited to repeat whole sentences when favourite books are shared.

Children develop good listening skills that will help early literacy. While exploring different musical instruments, they play along to the rhythm of the music. They practise playing loudly and then softly, trying to match the sounds within the song.

Children are supported well by the childminder. They demonstrate strong social skills, welcoming known visitors to the childminder's home. They are happy to share their family book and talk about what they are playing with. Children gain confidence in communicating their needs, become successful in carrying out self-help tasks and demonstrate positive attitudes to their learning.

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

- The childminder reflects well on the quality of her provision. She recognises areas for improvement to extend learning opportunities for children. For example, the outdoor space has recently been developed to offer an outdoor classroom. This helps to support children to play outdoors all year round, allowing them opportunity for fresh air each day.
- Parents speak highly of the care that their children receive while they are with the childminder. They are confident of the quality of her service, reporting that she is attentive to the children's needs. Parents receive regular information about their child's development, as well as what they have been doing each day. They are happy that their children are moving forward in their learning.
- The childminder knows the children well, including their interests. She skilfully builds on their different levels of development, providing exciting and relevant learning opportunities. Children are highly motivated to take part and quickly become involved in play.
- The quality of teaching is good and sometimes outstanding. The childminder

confidently adjusts her teaching to suit each child's developmental levels. Children develop the skills they need for future learning.

- The childminder supports children's development of communication and language effectively, including those children who speak English as an additional language. She uses a range of vocabulary alongside children's play. Children become confident in their communication, regularly using a variety of descriptive words.
- The childminder provides carefully chosen resources to help children understand mathematical concepts. For example, they explore difference in size and number when exploring stacking cups or the different-sized dolls within a Russian doll. The childminder uses correct mathematical language effectively to match children's play.
- The childminder helps children to learn about their community and other people. They regularly attend local children's groups as well as visiting places of interest, including a local care home, where they share their activities with the residents.
- Although the childminder teaches children how to keep themselves safe, this does not include when using the internet or digital technology.
- The childminder is very aware of the children's levels of understanding and is exceptionally effective in supporting positive behaviour. She gives clear explanations when discussing any differences, ensuring that children understand the views of others. Children take the time they need to make good decisions and respond positively to the childminder. They play cooperatively with their peers.
- The childminder continues to build on her already good knowledge of child development. She regularly completes training and takes part in early years webinars, extending her professional development. This helps her to update her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She has completed relevant training and knows the procedures to follow should she be concerned about the welfare or safety of a child. She is aware of her duty to prevent children from being exposed to extreme views and teaches them to respect each other. The childminder ensures her home environment is secure and without risk. She teaches children the procedure to follow in the event of an emergency.

What does the setting need to do to improve?

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

- provide age-appropriate opportunities for children to help them learn how to keep themselves safe when using the internet or digital technology.

Setting details

Unique reference number	EY229457
Local authority	Essex
Inspection number	10127097
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 September 2013

Information about this early years setting

The childminder registered in 2002 and lives in Great Dunmow, Essex. She operates all year round from 7.30am until 6pm, Monday to Thursday, and from 7.30am until 3pm on Fridays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Osburn

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector spoke to parents and took into account the written views of parents.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.

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 2019