

Childminder report

Inspection date: 29 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 have many extremely valuable experiences which enrich their understanding of helping and respecting others. They are involved in numerous events which strengthen their links to their community. For example, children decorated a float to take part in the village carnival and won first prize. They worked together to construct a Remembrance Day memorial, which was displayed on the nearby green. This was visited by schools and neighbours to show their appreciation for the children's contribution to their local environment. The childminder takes children to visit a care home. Children happily meet and interact with the elderly residents, showing them their toys. They entertain their hosts by singing songs and sharing stories.

Children are becoming independent. They are able to put on their own coats, sometimes with a little help. Older children proudly show the childminder that they can pull the zip up by themselves. They kindly find their friend's boots and offer to help put them on. Children recognise their names on the labels on the coat rack, and hang their clothes and bags on their own special hook.

Children understand how to keep themselves safe. They concentrate when crossing roads, looking left and right and listening out for cars. They let the childminder know they cannot hear anything coming, telling her, 'It's a good time to cross.'

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

- The childminder continually reflects on her provision and thinks of imaginative ways to enhance her practice. For instance, she plans to convert a nearby telephone box into a library for children to swap books. She has also started a loan scheme for children to take home their favourite stories, which builds on partnership working with parents.
- The childminder skilfully expands on children's experiences to make these more meaningful. For example, children play with diggers and tractors in preparation for a visit to the tractor show to see these in real life. Children are engrossed in filling and unloading the vehicles, and enjoy a story about how these are used on the farm.
- Children benefit from fresh air and exercise, while broadening their knowledge and appreciation of nature. They walk past a field and are encouraged to look for the horses. They count them with the childminder, who explains why horses wear coats in cold weather. Children are fascinated by daisies that grow along the path. They try blowing them, learning something new when they listen to the childminder describing the differences between daisies and dandelions.
- The childminder reads expressively to children. They snuggle up and soon become engaged in the story. She discusses new words to extend their

vocabulary. The childminder makes the most of other spontaneous opportunities to introduce interesting words, such as 'squelchy'. Children repeat this as they excitedly look for the next 'squelchy' bit of mud.

- Children demonstrate they are secure and confident in the childminder's care. She helps them to explore their emotions, for example by providing a mirror to encourage them to express whether they are happy or sad. The childminder has decorated the room with pictures of the children taking part in all the excellent events and experiences, which contributes to them developing a real sense of belonging.
- The childminder gathers information from parents about their child's development when they first start. She knows the children well and clearly demonstrates their progress. However, she has not fully established ways to share information about children's progress with other settings they attend, to promote a consistent approach to their learning and development.
- The childminder has forged a strong support network with other childminders. They share ideas and information, which keeps her up to date with initiatives and changes in legislation. She prioritises her professional development to enhance her provision and practice, for example, through childcare exhibitions and local authority training opportunities.
- Parents are well informed. They are welcomed into the setting and informally chat to the childminder about their child's day. They receive a daily diary and access an online system to see photographs of their children involved in activities. Parents comment that the childminder is 'reliable' and an 'incredible person'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently describes how to identify children who may be at risk of harm. This includes those who are vulnerable to being exposed to extreme views or behaviours. She is clear about how to share her concerns with the relevant agencies. The childminder is aware of the procedures to follow in the event of allegations relating to adults working with children. She understands the importance of monitoring attendance and accident records. She recognises they could highlight issues that indicate a child's well-being is compromised. The childminder ensures her assistant's safeguarding knowledge and awareness are kept 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:

- share more precise information about children's development and progress with other settings that they attend, to provide continuity in children's learning.

Setting details

Unique reference number	203081
Local authority	Essex
Inspection number	10127066
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	11 September 2015

Information about this early years setting

The childminder registered in 1995 and lives in Chelmsford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant before and after school.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The childminder shared how she organises her home and provision to meet children's learning and development needs.
- The inspector and the childminder reviewed and evaluated an activity and discussed the quality of teaching.
- The inspector accompanied the childminder and children on a walk to visit a care home.
- A range of documentation was reviewed, including attendance records and safeguarding policies and procedures.
- The inspector took account of parents' written 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.

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 2020