

Childminder report

Inspection date: 26 July 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 settled in this calm and caring provision. They form strong bonds with the childminder and her assistant, which makes them feel safe and secure. Children behave well. They demonstrate confidence and high self-esteem as they laugh and play with their peers and the adults who care for them. Children show respect for each other and the resources they use. They instinctively work as a team to tidy up the toys after they have finished playing with them. Babies quickly develop a secure understanding of how to behave from an early age, as they follow the older children's behaviour.

Children become deeply engaged in activities as they explore building bricks. Older children are encouraged to think creatively as they work out how to build a circus. Young children are extremely focused and show determination as they master the skill of using scissors. They delight as their perseverance is rewarded and they snip the paper. This supports the development of children's fine motor skills in preparation as they move on to school.

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

- The childminder and her assistant provide a language-rich environment. They support children to learn words such as 'imagination' and help them understand the meaning of this. Children are engaged in conversations that inspire them, and they chat to one another. Children develop a love for books as the childminder promotes this throughout the setting. Books are easily accessible in the provision. Older children enjoy reading to the younger children. They develop their understanding of different emotions through reading books about feelings.
- The childminder and her assistant know the children well. They confidently talk about what the children can do and what they are working on to develop their learning. They take into consideration children's starting points, which then shape their planning of the curriculum. For example, children that are soon moving to school develop skills they need for writing as they make marks on paper and colour pictures.
- The childminder and her assistant work closely with parents to monitor children with allergies. They ensure that comprehensive handovers and regular reviews take place to ensure the needs of the children are being met. Children with special educational needs and/or disabilities are identified effectively and gaps in development are quickly addressed. The childminder regularly shares information with other professionals involved in the children's care. However, some links with schools that children move on to are not secure enough to ensure transition information can be shared effectively.
- Parents and children speak highly of the childminder. Parents report how she

goes the 'extra mile' to ensure that children feel settled. Older children express how they 'love coming to the childminder'. Families are kept up to date with their children's progress with regular discussions. The childminder works extremely hard to support parents to extend children's learning at home. For instance, she guides parents in how to support their children's reading skills and they are invited to attend book parties where they can access books to take home and read with their children.

- Children benefit from lots of opportunities to be physically active outside. They run around and play chase with each other in the garden and have regular trips to the park. Children learn about expression through music. These lessons provide opportunities for them to try different instruments and discover songs, supporting their imagination and creativity.
- Children experience a broad range of trips and outings. They learn how sugar beet is harvested on trips to the local farm. Trips to London provide opportunities to watch street performers and visit museums. As a result, children develop a deep understanding of the world around them.
- The childminder and her assistant ensure that mandatory training is kept up to date. They understand their responsibilities around this. However, in recent years, they have not considered their wider training needs to increase their knowledge and skills and support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a secure understanding of the signs and symptoms of abuse and/or neglect. They understand how to refer concerns and keep their knowledge up to date. The childminder and her assistant ensure they keep the children safe in the environment. They use stair gates to monitor children accessing the garden and ensure outdoor gates are securely bolted. They continually check on sleeping children to ensure they are safe. During trips out, the childminder and her assistant use double buggies and toddlers wear reins when they are walking about to keep them safe.

What does the setting need to do to improve?

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

- develop a comprehensive plan of continuing professional development for all staff to raise the quality of teaching further
- strengthen relationships and share information with schools children move on to, to help them make a smooth transition in their learning, care and development.

Setting details

Unique reference number	EY234176
Local authority	Essex
Inspection number	10231723
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 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2002 and lives in Sawbridgeworth. She operates from 7am to 7.30pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with childminder and her assistant.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff files and safeguarding documents.
- The inspector spoke to parents during the inspection to take account of their 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.

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