

Childminder report

Inspection date: 23 March 2023

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 experience lots of fun while in the care of this childminder. They arrive confidently and put away their own coats and shoes on their pegs. This helps to give all children a sense of belonging. The childminder encourages children to learn about a culture of respect. Older children show great levels of pride when asked to help give drinks to their friends at mealtimes. This helps them to gain a sense of responsibility.

Children are learning to be increasingly independent with managing their own self-care needs. Older children enjoy the task of washing up their own bowl after mealtimes. Younger children learn to wash their hands independently and enjoy making bubbles with the soap as they rub their hands together.

Children show high levels of fascination and interest in learning. They enjoy working collaboratively with their friends and the childminder to build their own train track. Children confidently communicate to each other about which pieces of track they are using, and discuss where they are going to place them. The warm interactions of the childminder and her assistant encourage children to listen to the views and ideas of others. This supports all children to feel valued while in her care.

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

- The childminder has created a curriculum that explores children's natural curiosity of the world around them. She uses her detailed knowledge to skilfully incorporate different areas of learning into her teaching. This helps all children to make good progress in their learning. Children's communication and language development is well supported. The childminder sensitively repeats back words or phrases that children say to her, modelling the correct pronunciation. She narrates young children's play and offers them praise as they explore the environment independently. Older children are encouraged to think about different foods that they have fed to the birds in the garden, while bird-spotting with binoculars.
- Children generally behave well. The childminder models good manners such as saying 'please' and 'thank you', and offers children praise when they repeat these back to her. However, the childminder does not consistently support children to develop an awareness of why behaviour rules are in place. Therefore, children do not learn to understand the impact of their own actions.
- Children beam as they use a flower checklist to hunt for flowers in the garden with their friends. They enjoy exploring a spring-themed activity tray with the childminder, and practise their embedded early mathematical knowledge. They enjoy exploring different colours to match the bees together and begin to learn

language of size by making comparisons between big and small objects. The experienced childminder discusses with children how bees make honey. Children smile and recall previous learning with the childminder of a book they read at the library, which was about a bear who ate honey.

- The childminder knows the children in her care very well. She confidently uses observation and assessment to help her monitor children's progress. She swiftly works in partnership with parents to identify any gaps in children's learning, and signposts them to the correct support if required. This supports children to make good progress in their learning and develop the skills needed to prepare them for their next stage in education.
- The childminder ensures that effective communication takes place between herself and parents regarding children's learning, including when they first join. Parents state that the childminder is a wonderful role model and that children are extremely happy in her care. Parents report that they feel well supported by the childminder, as she provides them with strategies and tips to support their children's learning and needs at home.
- The childminder is knowledgeable and committed to her role. She values professional development opportunities and uses these regularly to keep her knowledge up to date. The childminder adopts a reflective approach to her own provision, which allows her to make well informed improvements to enhance her own practice. The childminder works closely alongside her assistants to ensure that they have a clear understanding of shared policies and procedures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants prioritise children's safety and welfare. They have secure knowledge of the signs and symptoms that may indicate a child is at risk from harm. They have a sound understanding of their policies and procedures to record and report concerns, and confidently discuss how they would contact outside professionals if necessary. The childminder and her assistants receive regular training, including on wider safeguarding issues such as preventing radicalisation, and the importance of teaching British values and monitoring children's attendance. The childminder understands how to manage allegations against herself or her assistants. She conducts regular risk assessments to ensure the environment is safe and secure for children.

What does the setting need to do to improve?

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

- provide consistent opportunities for children to develop their understanding of how their own actions affect others, and help them to learn why behaviour rules are in place.

Setting details

Unique reference number	402407
Local authority	Essex
Inspection number	10280619
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 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	31 August 2017

Information about this early years setting

The childminder registered in 2001 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 holds a relevant qualification at level 3. She sometimes works with assistants who are all family members. The childminder provides funded early education for two-, three- and four- year-old children.

Information about this inspection

Inspector
Holly Todd

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, her assistants and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents electronically shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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