

# Childminder report

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Inspection date: 15 June 2023

**Overall effectiveness** **Good**

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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 are very happy and settled in the childminder's cosy home. They receive a warm welcome from the childminder, who knows them well. Children seek out their favourite toys independently and run to find their friends. The childminder consistently supports children's language. Children listen well and speak with confidence.

Children enjoy exploring indoor and outdoor learning spaces. These are designed to support their interests and stages of development. Older children pretend to cook in the playhouse, while younger children take their dolls for a walk in a pushchair. Children celebrate events. They use art and craft materials to decorate cards for Father's Day. Children learn about nature on trips to a discovery centre. They go to a local farm to learn about animals, including seeing baby lambs in the springtime.

Children's behaviour is exceptional. The childminder is an excellent role model and praises children for their achievements. Children learn how to develop their confidence and resilience. For example, when playing a sorting game, they keep trying until they succeed. Children develop respectful, happy relationships with their friends and have secure attachments to the childminder. They know how to share resources and take turns. Children learn the importance of personal hygiene and know to wash their hands before mealtimes.

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

- The childminder promotes and models language well. Children are excellent communicators. They talk about what they are doing and what they see. They know the other children's names and greet them on arrival saying, 'Your mummy is gone to work.' When questioned, children can talk about real-life experiences. For example, they say that they are going to particular supermarkets to shop when playing in the role-play area. Children visit a local farm. They talk about how pigs eat mud and say 'oink oink' when playing with the toy animals.
- The childminder implements a curriculum that is based on children's interests. Children are eager to learn. They use their fine motor skills to experiment with arts and crafts. They name the colour of shapes, putting them in the correct slot on a shape sorter. Children interested in food make pretend meals for adults in the mud kitchen. They push their baby dolls in pushchairs around the garden, stopping to check that the dolls are okay. However, sometimes, younger children disengage in adult-led activities because they are not specifically planned for their level of development and they do not understand them.
- Routines are well established and children anticipate what is going to happen next. Children ask to wash their hands before mealtimes and talk about washing

germs away. Children learn about healthy food choices. They talk about buying strawberries and bananas from the local shops. Mealtimes are a social occasion where children talk about what they are eating from their packed lunch.

- Transition arrangements are good. Parents appreciate the extra time given to settle their children in, especially following the COVID-19 pandemic. The childminder tailors her provision to the needs of each child and family. Additionally, she has well-established connections with local schools and settings. Information about children's experiences and development is passed on, which means that children have positive transitions, especially to school.
- Children wait their turn patiently when playing games and share toys with their friends. Young children develop a strong sense of themselves, saying their name and age when asked. Additionally, children have good manners. They say 'please' and 'thank you' and are respectful of each other.
- Partnerships with parents are strong. Parents speak highly of the childminder and say that they have complete trust in her. They value daily updates and information about what their children have learned. Additionally, they feel that their children are making good progress, especially in their emotional development. However, the childminder does not share enough information with parents about how they can support their child's learning at home.
- The childminder attends local childminding and toddler groups in her area. Networking with other providers extends her knowledge and teaching skills to further support children's learning. Children make good progress in their development and are ready and prepared for starting school when the time comes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She can recognise the signs that may indicate a child is at risk of abuse. Furthermore, she can confidently discuss the steps to take if she has concerns about a child's welfare. The childminder attends regular safeguarding training, including training on how to keep children safe online. She ensures that the setting is a secure and safe place for children. The childminder has paediatric first-aid training and maintains records of accidents and incidents. The childminder carries out robust risk assessments and teaches children how to keep themselves safe when on trips.

## What does the setting need to do to improve?

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

- find more ways to help parents to support their children's learning
- develop further ways of adapting activities to meet the learning needs and interests of younger children.

## Setting details

<b>Unique reference number</b>	203169
<b>Local authority</b>	Essex
<b>Inspection number</b>	10289564
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	29 November 2017

## Information about this early years setting

The childminder registered in 1997 and lives in Ingatestone, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Cranny

### 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 inspector had a learning walk with the childminder to understand how she organises her provision.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spent time indoors and outdoors observing the quality of education and teaching.
- Parents' written feedback was viewed by the inspector, who also talked to a parent.
- The childminder gave the inspector documentation to view, including evidence of her suitability.
- The childminder held discussions with inspector about her provision.

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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