

Childminder report

Inspection date: 13 October 2023

Overall effectiveness	Good
------------------------------	-------------

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

The childminder provides children with good-quality care and learning opportunities. She plans a challenging curriculum around the children's interests that offers them a wide variety of fun activities. There is a strong focus on children's emotional well-being and developing the skills they need to be independent learners. Even young babies new to the setting demonstrate that they are settled, comfortable and feel safe within the home. They have formed close attachments to the childminder, who invests time in getting to know the children and their family well. Therefore, young children settle with ease. The childminder ensures that the play environment and experiences provided are inviting and that all children, including those who require additional support, make good progress.

Children comfortably move around the child-friendly playroom. Quality toys and resources are accessible. They select toys and independently initiate their own play. Very young children show concentration as they explore baskets of sensory materials. They engage the childminder in their games, and she is skilful in her interactions with them. She is a good role model and engages children in meaningful conversations. Children enjoy cuddles from the attentive childminder when they become tired and seek reassurance. They are soothed, made comfortable and settle quickly to uninterrupted sleep.

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

- Children make good progress in their development as the childminder's teaching is good. She organises a curriculum that reflects children's individual needs and interests. The childminder plans activities around what the children already know and what they need to learn next. Parents are positively encouraged to contribute to this process. The childminder understands the importance of establishing secure relationships with other settings children attend. Secure relationships have been made with the local school and outside agencies involved in the children's care to ensure a consistent approach.
- The dedicated childminder is experienced and committed to providing a good service. She demonstrates a passion to continually improving her practice and routinely evaluates her provision. She ensures her assistants keep updated with essential training and monitors their practice through observation. The childminder understands the importance of improving her already good knowledge of child development. She completes courses that are relevant and will have a positive impact on outcomes for children attending.
- The childminder understands the importance and value of establishing friendly but professional partnerships with the parents. Parents feel the childminder goes 'the extra mile' and invests time in getting to know the children and their family before they attend. Parents are extremely complimentary about the service and

communication the childminder provides. They comment that their children have made excellent progress and have a 'head start' in their school readiness. They say this is because of the good teaching and care provided. Many comment that the childminder provides a homely, family environment and that their children 'adore' her and cannot wait to attend.

- The childminder places a strong focus on supporting children's emotional well-being. They have opportunities to experience a range of activities and resources to support their learning about emotions and learn the words they need to express their feelings. Children sit quietly and relax as they read books or need a quiet moment to regulate their feelings. The childminder is nurturing and speaks calmly and with respect to the children. They have formed close bonds with the childminder and her assistants and demonstrate they feel safe in her care.
- The childminder is very knowledgeable and committed to supporting all children to achieve their full potential. This includes those with special educational needs and/or disabilities. The childminder works closely with parents and completes training that will help her in the care and service she provides. The childminder constantly engages children in conversation and provides running commentaries during activities. She has a clear comprehension of how children develop their conversation skills and introduces new words to challenge their vocabulary.
- Children show an interest and enjoy some role-play opportunities. Dressing-up clothes and some props are available but these are not easily accessible, particularly for younger children. In addition, resources to fully challenge, support and extend children's imaginary play in this area, which captivate their interests further, are few.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibility to protect children's welfare. She understands fully how to identify any signs and behaviours that may cause concern. The childminder has a comprehensive understanding of the procedures to follow to ensure children's safety. Completion of regular training helps the childminder and her assistants to broaden their understanding of safeguarding children. This includes aspects of child protection, such as domestic violence and the 'Prevent' duty. Children have opportunities to learn how to keep themselves healthy and safe as this is embedded in everyday practice. They understand the importance of good hygiene practices, physical exercise and fresh air.

What does the setting need to do to improve?

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

- extend, and make more easily accessible, the range of role-play resources to

enable all children to explore and develop their own play and ideas.

Setting details

Unique reference number	404136
Local authority	Essex
Inspection number	10301029
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	6
Number of children on roll	16
Date of previous inspection	19 January 2018

Information about this early years setting

The childminder registered in 1993 and lives in Chelmsford, Essex. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the areas of the home available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents, and took account of parents' views by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons working as an assistant.

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 2023