

Childminder report

Inspection date: 18 October 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 enjoy spending time in the stimulating and nurturing environment that the childminder provides for them. They settle well and build secure and loving relationships with the childminder and her assistant, who show them genuine care and affection. Children are comforted by their reassuring cuddles, which help children to feel safe and secure. The childminder knows children well and ensures that the environment supports their interests and individual needs. Children are keen to explore and become deeply involved as they play and learn.

Children understand the behaviour expectations and are kind and considerate. They play together well and share the resources. Older children are attentive towards younger children and are keen to show them how to do things. For example, they carefully model to babies how to stack coloured hoops onto plastic poles. Children willingly help to tidy up the resources and sing the familiar 'tidy up song' with real enthusiasm as they do so.

Children are extremely confident and demonstrate good communication skills. They are eager to interact with visitors to the setting and engage with them in conversation. Older children ask visitors to join in with their play. For example, they giggle with excitement as they sing 'happy birthday' and ask visitors to blow out the pretend candles on the play dough cake and say, 'It's scrumptious.'

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

- The experienced and knowledgeable childminder and her assistant carefully assess children's progress and accurately identify what they need to learn next. They use this information to plan individual learning opportunities for children to help them work towards small and achievable targets. Any gaps in children's learning are quickly identified and targeted support is put in place. The childminder works in partnership with parents and other professionals, in order to help children make the most progress in their development.
- Children's language and communication skills are given a high priority. The childminder and her assistant consistently talk to children about what they are doing during activities. They speak slowly and clearly and introduce new words to help children build on their vocabulary. Children engage with stories, poems and rhymes on a daily basis. As a result, children make good progress in their communication and language.
- The childminder plans plenty of opportunities for children to develop their physical skills. For example, children have great fun as they throw and catch balloons with the childminder, which helps to build and strengthen their muscles. She provides resources to encourage young children to pull themselves up to standing and to help them balance as they develop their walking skills.

- Children are encouraged to build on their independence. Young children are encouraged to feed themselves and older children confidently use a water dispenser to fill their cups with drinking water. Children are encouraged to carry out simple tasks for themselves, such as putting on their own coats and shoes.
- Parents speak highly of the childminder and the service she offers to their children. They comment that she 'treats children with love and care' and 'excels at making each child feel valued and supported'. They value the information the childminder shares with them about their child's progress and how they can support their learning at home.
- The childminder plans and delivers a wide and varied curriculum for children. She has a good understanding of the areas of learning and the key skills that children need to develop, in order to be ready for their future education. The childminder and her assistant interact well with children to support their learning. However, on occasions, children are not always given enough opportunities to practise and consolidate their developing knowledge and skills.
- The dedicated childminder and her assistant engage with regular training to keep their knowledge up to date. The childminder targets her professional development on improving her knowledge and skills to provide children with high quality experiences. In particular, she has extended her knowledge and understanding about how to support children's communication and language skills effectively so that they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to safeguard children. They have a thorough understanding of the possible signs and behaviours that may indicate a child is at risk of harm. The childminder and her assistant attend regular training to ensure that their knowledge remains up to date. They know how to contact relevant agencies if they have any concerns about a child or the conduct of an adult in the setting. Daily risk assessments are conducted to help ensure that the environment remains safe for children.

What does the setting need to do to improve?

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

- enhance the good interactions with children further, to provide them with more opportunities to practise and consolidate their learning.

Setting details

Unique reference number	506226
Local authority	Essex
Inspection number	10301036
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	6
Number of children on roll	11
Date of previous inspection	22 January 2018

Information about this early years setting

The childminder registered in 1993 and lives in Elsenham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant and they both hold a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marisa White

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training.
- Parents shared their views of the setting through written testimonials, and the inspector took 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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