

# Childminder report

---

Inspection date: 12 August 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder ensures that she provides children with a homely and enabling environment in which to learn. She invests time in getting to know the children and their family before they attend. This means that she can plan a curriculum that is based on children's interests and build on what they already know to extend their learning effectively. The childminder is very experienced, attentive and calm. She is skilful in her interactions with the children but also recognises the importance of giving them time to explore and discover for themselves.

Children demonstrate they are settled and they feel safe and secure in her care. The childminder is reassuring and supportive of the children's needs, and they have established close and trusting bonds with her. She speaks respectfully to the children and has high expectations for them. Children's behaviour is good. The childminder ensures that children's well-being is fully supported. Children learn about emotions and the vocabulary to express their feelings. For example, they use words such as 'delighted' as they sit comfortably and share books with the childminder. They talk about how using the trampoline makes them feel happy and how popping balloons makes them feel scared.

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

- The quality of teaching is good. The childminder has a sound knowledge of how children learn. She ensures that the curriculum supports these characteristics and offers a variety of learning opportunities that cover all areas of learning. The childminder teaches children the skills they need to be independent learners. Children demonstrate they are keen and eager to try new things and immerse themselves in activities. Children access a wide variety of quality resources that are easily accessible both indoors and in the garden.
- Children are confident speakers. They demonstrate they are curious as they ask lots of questions. The childminder engages children in conversation and provides running commentaries as they play. Young children listen with intent and carefully follow instructions. For example, when they request 'colour by numbers', they listen as the childminder explains how this works. They confidently match colours to the corresponding number and are thrilled with their completed artwork.
- The childminder teaches children the importance of keeping safe and healthy through everyday routines and experiences. For example, children have ample opportunities to play outdoors, exercising in the fresh air. They know to wear sun cream and hats in the sun and to keep hydrated. They learn about road safety when walking on planned outings to the local beach or park.
- The childminder works closely with the parents and has established positive partnerships with them. Settling-in sessions are tailored to meet each child's

unique needs. Good information is sought regarding children's starting points and routines so that the childminder can support them effectively. Parents are provided with meaningful, daily updates and photos documenting their child's day.

- Parents speak highly of the childminder. They say that the childminder is kind and supportive and that they appreciate her empathy and advice, which is offered when needed. They comment on the wide range of activities and learning opportunities that is planned for their children and the good progress their children have made.
- Children make good progress in their mathematical development. The childminder includes mathematical language in all activities as they talk about shape, size and colour. For example, children show sustained concentration when making creations by using stickers. They compare size as they talk about the smallest and largest stickers.
- The childminder understands the importance of developing relationships with other early years settings that children also attend. She acknowledges the value of sharing children's learning and progress to provide continuity when children attend more than one setting. However, this is not yet fully embedded in practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen partnerships with other early years settings that children attend to provide the best possible support for their learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 201979                                                                            |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10355316                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 26 November 2018                                                                  |

## Information about this early years setting

The childminder registered in 1993 and lives in Harwich, Essex. She operates all year round, from 7.30am to 4.30pm, Monday to Thursday, 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

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 provision.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programmes.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder showed the inspector some relevant documentation.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024