

Childminder report

Inspection date: 1 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy a nurturing relationship with the childminder, they regularly go to her for cuddles. The environment is calm, children are very settled and relaxed in the childminder's home. Children know the routines of the day, waiting patiently by the back door for the childminder to check the garden before they go and play. They thoroughly enjoy the play dough, using their physical skills to pinch and roll it into shapes. Children use their imaginations as they announce they rolled it into a 'snake'. Children extend their play and learning as they select toys that are within easy reach. For example, a toy dog to eat the play dough or a stick to poke a hole through the middle. When outside, children are excited to find trays filled with rainwater, taking the opportunity to get their hands wet as they play.

Children are well mannered and know to use their 'indoor voices'. They listen to the childminder and politely tell each other 'no, thank you' if they don't like another child's actions. Younger children are supported to understand how to take turns. The sand timer is a useful visual cue, that children respond well to. Children are very independent. At snack they pour their water and peel their fruit and are thrilled when they succeed. They take pride in showing the childminder what they create, smiling proudly as she praises them.

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

- The childminder places great emphasis on language development. As a result, children gain good language skills. If a child mispronounces a word, the childminder skilfully role models the correct pronunciation. The childminder ensures she gives children time to talk and explore their ideas without rushing them. She helps children to learn that written words have meaning, when children ask the name of an insect, the childminder points in the book and tells the children she will 'read to find out'.
- The provision of reference books further extends children's vocabulary, as they find interesting animals to talk about and learn new facts. The children are very curious and with the childminder's help they develop the skill of asking questions to further explore their ideas. For example, a child finds a picture of a cat carrier and asks, 'why is the kitten in prison?'. The childminder explains what it is used for and shows the children a toy version, so they understand.
- The childminder is very attentive to children's needs. However, the routines of the day, particularly cooking lunch, mean that time is spent on household tasks rather than fully focusing on interacting with the children.
- The childminder has an in-depth knowledge of child development and targets the areas that make the most difference to children's learning. She liaises with parents to find out what children enjoy at home and tailors her provision to ensure it is exciting and interesting for them. As a result, children focus and

engage for long periods of time.

- Mathematics is part of everyday activities. The childminder seizes the opportunity to show children when her play dough snake breaks in half. She explains she now has two snakes, and the children count. Children freely use mathematical terms, such as big and small.
- The childminder has a good relationship with the children and their families and she takes the time to get to know them. She asks about how they spend their weekends so she can talk about events that matter to the children. Children's progress is shared via electronic communications, daily discussions and photos. Parents value the service offered by the childminder and comment that they really love the home-from-home provision offered.
- Healthy lifestyles are promoted. The childminder provides a wide variety of home-cooked, healthy meals. This is in addition to fruit snacks. Children have the opportunity to taste different foods, and water is available throughout the day. Children take pleasure playing in the garden, as well as going for walks.
- The childminder carefully chooses training that has the most impact on her practice. She evaluates and is clear about what she wants children to learn before they leave her setting, to prepare them for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to ensure that her safeguarding knowledge remains up to date. She uses this knowledge to develop a written policy, which includes the contact details for the local authority. The childminder can identify signs of potential abuse and neglect, including from radical and extreme views or behaviours. She knows what action to follow should she need to make a referral to protect children and keep them safe.

What does the setting need to do to improve?

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

- review daily routines to ensure that children's needs are fully considered, and attention is focused on the children's learning.

Setting details

Unique reference number	2500103
Local authority	Essex
Inspection number	10191856
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	0 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Colchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Emily Holt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The provider and the inspector completed a learning walk together and discussed the curriculum and what it is the childminder wants children to learn.
- The provider and the inspector carried out a joint observation and discussed their findings.
- Parents provided written testimonials to share their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector reviewed required documentation, including the suitability of all household members.

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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