

Childminder report

Inspection date: 2 December 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 form strong attachments with the nurturing childminder. They snuggle up to her and clearly enjoy her warm interactions. This helps children to feel safe and secure. Children are happy and settled. They are confident to interact with visitors. Children behave well. They listen and respond to the childminder's gentle requests. For example, they help her to tidy away the toys when they have finished playing with them. Younger children show good levels of independence and are keen to help with small tasks. For example, they eagerly wipe the table after lunch.

Children are keen to engage with the childminder and take part in the activities she offers them. Young children show good imagination as they play. For example, they pretend to change and feed the dolls. As they push the buggies around, they wave and say 'bye' to the childminder. The childminder joins in with the play, suggesting they buy her some milk and bread at the 'shops'. Children have regular opportunities to visit local facilities. For example, they frequently visit the local zoo and attend nearby playgroups. As a result, children have opportunities to interact with a wider group of people in different contexts. This helps to develop their confidence and social skills.

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

- The childminder has a clear idea of what she wants children to learn. Through her observations and detailed assessments, she has a good understanding of where children are in their learning. She plans learning opportunities which follow children's interests and meet their individual needs.
- The childminder plans activities to give children opportunities to practise and become familiar with new knowledge and skills. For example, after reading the story of 'The Gingerbread Man', children decorate a gingerbread biscuit. The childminder interacts with children during the activity to talk about the characters, events and phrases in the story.
- Children's communication skills are supported well. The childminder continually talks to children as they play. She models conversation and repeats words back so that they can hear them pronounced correctly. Children often copy new vocabulary. For example, young children repeat the word 'bowl' after the childminder says, 'We need a bowl for the water.'
- The childminder makes good use of teaching opportunities that arise as children play. For example, as young children paint a watercolour picture, the childminder repeats the names of the colours as they appear on the paper. She points to the image in the picture to support children to identify and name different body parts. For example, she says, 'You are painting his eyes, point to your eyes.'
- Children enjoy listening to stories. They snuggle up close to the childminder as

she reads to them. Young children remain engaged as they point at the pictures and help to turn the pages. The childminder repeats key vocabulary slowly and clearly and encourages children to copy her.

- Young children have many opportunities to develop their small-muscle skills and hand-to-eye coordination. For example, they concentrate to successfully join bricks together to build towers. They persevere to fasten the clips as they strap dolls into the toy high chair.
- Parents are very happy with the care and education their children receive. They comment that children develop close attachments to the childminder and are excited to spend time with her. The childminder gives parents regular feedback about their children's experiences and achievements. However, she does not consistently provide information that helps parents to support and extend their child's learning at home.
- The childminder has completed online training opportunities and ensures that her mandatory training remains up to date. However, her professional development is not consistently focused on continuing to enhance her knowledge and skills even further.
- The childminder meets with local childminders to share ideas and stay up to date with early years information. This helps her to evaluate her provision and consider any aspects for improvement. In response to the COVID-19 pandemic, the childminder has changed some of her procedures. Parents no longer enter her home and additional hygiene procedures are in place.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She confidently identifies the possible signs and symptoms that may indicate a child is at risk of harm. The childminder has a thorough understanding of how to appropriately respond to a concern. She demonstrates awareness of wider safeguarding issues, such as radicalisation. She regularly attends safeguarding training to help to ensure that her knowledge remains up to date. The childminder carries out daily risk assessments of her home to help to ensure that it is safe and secure for children.

What does the setting need to do to improve?

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

- extend the good communication with parents, exploring ways to consistently share information with them about how they can support and extend children's learning at home
- extend professional development opportunities, to continue to strengthen the good practice already demonstrated and help raise the quality of teaching to an

even higher level.

Setting details

Unique reference number	2508940
Local authority	Essex
Inspection number	10207783
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Tolleshunt D'Arcy, near Colchester. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation of an activity together.
- The inspector spoke to parents and reviewed parent testimonials during the inspection to take account of their views.
- The inspector looked at relevant documentation, including evidence of the suitability of persons living in the household.

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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