

Childminder report

Inspection date: 25 April 2022

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 are very settled, confident and happy in the childminder's home. They play in a cosy, home-from-home, nurturing environment and progress well. Children are eager to investigate their environment and show good levels of concentration. Children develop the key skills and knowledge to help to prepare them for successful future learning. They show increasing levels of confidence and independence. For example, they freely choose from a good range of easily accessible resources, learn to manage their intimate care routines and put on their coats and shoes. They confidently explore new environments during outings with the childminder.

Children show that they feel safe and secure. The childminder is very calm, sensitive and responds to their unique needs affectionately and in a positive way. Children's behaviour is very good. They understand the expectations for appropriate behaviour and receive lots of praise for their achievements. Even the very youngest children have good manners. They say 'thank you' without being prompted, share toys and patiently take turns. Children form close bonds with the childminder and her family. They build good language and communication skills. The childminder models language well. She gives children time to think, process information and respond. Children learn new words, such as 'stretchy' and 'reversing', as they play.

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

- The childminder is skilful in how she supports children's learning and follows their individual interests. For example, children relish time in the role-play area. The childminder sits alongside and engages in their play when appropriate. Children delight in making dinner and offering birthday cake to the childminder. The childminder encourages conversation throughout and asks questions that help to develop their deeper thinking.
- The childminder ensures that children's emotional well-being is given priority. She invests time in getting to know the children in her care and their families. Children settle quickly and are confident to communicate their needs. Children delight in yoga sessions and request this activity. They know to select a yoga mat and calmly follow the instructions. They are proficient at completing the moves and giggle when they wobble. The childminder encourages children to talk about how they feel. She provides a range of resources which support their emotions, such as books, and introduces new words to help them to express their emotions.
- Parents speak very highly of the childminder. They say that the care and education she provides is 'amazing' and that they are well informed about their child's development and daily activities. They say that they feel reassured

leaving their child in the childminder's safe and secure environment. Parents add that the childminder is organised, professional and reliable.

- The childminder has a secure understanding of how to support children's development across all areas of learning. She skilfully plans activities that capture the children's interests, such as exploring the life cycle of caterpillars. Children watch in anticipation for their caterpillars to turn into butterflies. They talk about penguins and learn about different habitats. They use new words they hear, such as 'cocoon' and 'polar ice cap'.
- Children benefit from a variety of outings outside of the home. They learn social skills and make new friends at toddler groups. They develop their large-muscle skills when they access apparatus in the park. Children visit the childminder's allotment where they learn how plants grow. They learn how to stay safe as they jump on the trampoline or use toys they can ride on. However, the childminder does not always plan as effectively to provide children with the same rich experiences for learning as those indoors.
- The childminder is ambitious and committed to developing her knowledge and skills. She purposefully seeks training to help her to support what children need to know and do next. For example, she reflects on professional training she has completed and implements a range of strategies that help children to build good communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children from harm. She has a sound knowledge of possible signs and symptoms of abuse, including wider issues, such as county lines and the risks to children of being exposed to extremist views and domestic violence. The childminder is clear of the process to follow and who to contact should she have concerns regarding a child in her care. Priority is given to keep children safe. The childminder updates her knowledge through safeguarding training and research. Children play in a safe and secure environment as the childminder takes care to ensure that the home is routinely risk assessed. Children are closely supervised by the childminder throughout the day.

What does the setting need to do to improve?

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

- strengthen the planning for the outdoor area to provide children with the same rich experiences for learning as those inside.

Setting details

Unique reference number	2524689
Local authority	Essex
Inspection number	10208214
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	2 to 7
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 Colchester, Essex. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lynn Hartigan

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 inspector observed the areas of the setting 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, indoors and outdoors, and assessed the impact this has on children's learning.
- 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.

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