

Childminder report

Inspection date: 5 May 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 confident and happy with the childminder and her co-minder. Activities are planned around the children's likes, dislikes and what interests them. Children leave their parents with ease. They have established close bonds with the caring and nurturing childminder. Children access quality toys and resources in a welcoming playroom that offers a variety of learning opportunities. They relish their time outdoors and are fully engaged in the activities. Children show sustained concentration, pouring and filling pots with water. They transport toys from indoors to continue their play. For example, they use large construction equipment to make a bigger den for their action heroes in the garden. Toddlers show great satisfaction as they persevere mastering the skill of throwing the ball into a goal.

Children move around confidently and happily communicate what they want. They are spoken to respectfully and the childminder models good language. Children engage in meaningful conversations, have a wide vocabulary, and ask lots of questions. They talk about the importance of caring for their teeth. Children talk about 'cavities' and the need to visit a dentist if they get one. Children are offered experiences outside of the home. For example, they regularly visit the zoo. They excitedly recall information they have learned, and talk about sun bears eating honey from tubes, following a recent visit.

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

- The childminder is very ambitious and strives for excellence. She is committed to improving the service she provides and her knowledge through constant training. The childminder understands the positive impact this has on outcomes for children. She shares information gained with her co-minder to ensure improvement is consistent. The childminder is professional and organised and has a strong partnership with her co-minder, who she works closely with.
- Parents speak positively about the care and education provided. They comment on how well their children settle and how excited they are when they arrive at the childminder's house. Parents say that their children are confident and progressing well. Written comments detail that the childminder is supportive, and that communication is good. Parents also comment on how they appreciate all the experiences that are offered to their child outside of the setting.
- Children's speech and language skills are very good. The childminder and her co-minder continually talk with the children. They are respectful to the children and listen to what they have to say. The childminder encourages children to express how they feel and offers appropriate language and resources to talk about their emotions. Children listen intently and follow instructions. They are clear about the childminder's expectations and, therefore, children's behaviour is good.

- The childminder knows the children well. She has invested time in getting to know their individual needs. For example, she is skilful in observing when toddlers become tired. They are offered lunch early, so that they can have a sleep. They enjoy this time chatting to the childminder, who is fully supportive while they eat. She encourages children to be independent. For example, she offers them the opportunity to open their own food. Soothers and cuddles are provided, and they are made very comfortable ready for their nap.
- The childminder has a sound knowledge of how children learn. She ensures the curriculum supports these characteristics and offers a variety of learning opportunities that cover all areas of learning. Children are enthusiastic and eager to have a go and try new things. They enjoy stories. They learn that text has meaning and can access a wide selection of quality books. Children do have some opportunities to access writing materials, but this is usually through planned activities. Therefore, opportunities for children to practise their writing skills and make marks during their play are not as spontaneous and frequent as they could be.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong commitment to keep children safe from harm. She is very knowledgeable about all aspects of child protection, including wider aspects, such as domestic violence and county lines. The childminder and her co-minder have a secure knowledge of how to report any concerns. The childminder completes regular training and is fully aware of signs and behaviours that may cause concern. Children play in a safe environment. They are taught how to stay safe and healthy and learn how to take safe risks, fully supported by the childminder. Through ongoing assessment, risks are minimised as the childminder ensures the home and resources are always fit for purpose.

What does the setting need to do to improve?

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

- provide more accessible resources to motivate children to practise making marks as part of early writing.

Setting details

Unique reference number	2540425
Local authority	Essex
Inspection number	10221468
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Colchester. She provides care Monday to Friday, all year round from 7.30am to 6pm. The childminder does not work on bank holidays and family holidays. She holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children. The childminder works with a co-minder each day except for Friday, when she works alone.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 shared some documents with the inspector, including evidence of the suitability of persons working as a co-minder/assistant.

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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