

# Childminder report

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Inspection date: 25 January 2023

|                                              |                |
|----------------------------------------------|----------------|
| <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 | Not applicable |

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

### **The provision is good**

Babies excitedly reach out their arms, anticipating the warm and inviting cuddle they receive from the childminder upon arrival. The childminder and her assistant build secure and loving attachments with children in their care. Planned activities, both indoors and outdoors, are age-appropriate, fun and encompass children's interests. During role play, children give a running commentary to their younger peers about how to make a cup of tea. Babies babble and giggle as they enjoy this social interaction. Children develop self-esteem, as the childminder praises their efforts to support their younger peers.

The childminder demonstrates the importance of supporting children's physical and emotional well-being. She provides daily outdoor play and real-life experiences that inspire awe and wonder. Children talk excitedly about their recent trip to the beach where they enjoyed a ride on a train. Children experience 'messy play' at the local church, and regular trips to the zoo and library. The childminder is responsive to babies babbles and encourages the development of their first words. The childminder extends children's communication and language by initiating discussions, repeating words and introducing new vocabulary. Children develop a love of reading. They enjoy singing and expressing themselves at the weekly 'rhyme time' group they attend.

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

- Overall, teaching is meaningful and is designed to help children remember what they have been taught. The childminder uses suitable assessments to inform planning and teaching for individual children when they start with her. However, ongoing assessments are not consistently effective in checking what children know and can do to inform and plan teaching for their next stage of learning.
- Children are extremely motivated learners and show high levels of enjoyment and concentration. They are inquisitive and lead their play. For example, children explore a beach-themed activity. They fill buckets with sand and roar with laughter as they squish water beads with their fingers. The childminder asks children questions during play to support language development. However, the childminder does not take advantage of children's prompts and fascinations to further extend their knowledge and understanding of the topic of interest.
- The childminder has high expectations for children's behaviour and conduct. The childminder shows children consistently high levels of respect, such as asking their permission before proceeding with care routines. Children know what is expected of them and they listen intently and respond positively to the childminder. They show extremely kind and caring behaviours and understand the needs of others, such as taking turns and sharing.
- The childminder supports babies and children to become independent in

managing their personal needs. Children are willing to try to put on their own shoes and coats before asking for some support if they need it. These care practices promote and support children's emotional security and the development of their character. For example, children delight in putting on dressing-up shoes and outfits to express themselves.

- Partnerships with parents are prioritised by the childminder. She builds strong communicative bonds with all parents. Parents report how they appreciate daily face-to-face communications along with an online app. They feel included in their children's daily routines and learning. The childminder has good relationships with local schools, which benefit children as they move on to the next stage of their learning.
- Healthy lifestyles are promoted as the childminder provides healthy meals for the children. Children experience trips to the local market to buy fruit and vegetables and then help to prepare these to eat. The childminder does not always organise mealtimes well enough. Sometimes, babies become frustrated as they wait for long periods of time for their snack.
- The childminder has a clear and ambitious vision for providing high-quality, inclusive care for all. She is reflective and dedicated to continually improving her practice to ensure all children, including those with special educational needs and/or disabilities, receive the best possible outcome.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The provider implements effective risk assessments to ensure that children can play safely indoors and outdoors. The childminder and her assistant demonstrate that they can identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. The childminder knows what action to take if an allegation is made against her. The childminder ensures she is up to date with safeguarding training. She has a clear understanding of keeping accurate records, making timely referrals and working with other agencies, to ensure children get the help that they need.

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

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

- improve the current assessment process of children's ongoing development to support and plan effectively for their next stages of learning
- make use of opportunities that arise during children's play to extend learning and development and maximise progress in all areas of learning
- enhance the procedures at mealtimes to ensure that the needs of children are met appropriately and efficiently.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2599852                                                                           |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10265355                                                                          |
| <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> | 0 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 15                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Colchester, Essex. She operates all year round, from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 qualification. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louisa Taylor

## Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic and the inspector has taken that into account in their evaluation of the childminder.
- The inspector spoke with a parent to gather their views on the childcare setting and also a collection of comments made by parents who were not available to speak with.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoors and outside environments are safe and suitable.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and explored the outdoor environment. The inspector assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and also discussed self-evaluation.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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