

Childminder report

Inspection date: 21 June 2023

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 happy, settle easily and are keen to see their friends. They have close, trusting relationships with the childminder. Children freely approach her for cuddles, reassurance or to share their thoughts. They learn to share and take turns. Children are confident communicators and are keen to share their ideas and talk about what they are doing. The childminder gently models good pronunciation. She introduces more complex language, such as saying 'chrysalis' when helping children to describe the life cycle of a caterpillar. Children confidently recall that the egg comes first, followed by a caterpillar, who is 'hungry'. They link this to a favourite storybook that they are currently enjoying.

Children make consistent levels of progress in relation to their starting points. The educational programme is built around their current interests. This appeals to children and inspires their curiosity. Children are currently learning about how plants grow. They become excited when the childminder points out that the carrots are just starting to peek out of the ground. Children behave well. They understand about following the childminder's rules to help keep them safe. Children are learning to regulate their own behaviour. They listen and respond well to the childminder's guidance as she helps them to resolve their differences.

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

- The childminder identifies what children need to learn next and what they are currently interested in. This helps to ensure that children are engaged and motivated to learn. The childminder asks children questions to help them learn about the sequence of events, such as how a caterpillar turns into a butterfly.
- The childminder has formed good links with other professionals, staff at other settings that children also attend and school teachers. She regularly shares information to help support continuity in children's care, learning and development. The childminder has arranged to take her minded children to visit their local school and meet their teachers. This will help teachers to get to know the children before they start school. Children also have the opportunity to become familiar with their new environment, supported by the secure relationship they have with their childminder.
- Overall, the childminder plans activities that all the children can take part in together. Sometimes, she overlooks how to provide the right level of challenge for all children. Some activities are too advanced for the younger children.
- Children have plenty of opportunities to develop their gross and fine motor skills. Inside, they learn how to hold and manipulate scissors to cut out shapes from paper. While outside, they master climbing steps and using garden tools to plant their seedlings. Children learn to persevere when faced with challenge. For example, the childminder carefully explains to them how to put on gardening

gloves by themselves. This helps children to develop their independence, which supports their future success and confidence in their own abilities.

- The childminder shares information with parents when they drop off and collect their children. She encourages them to provide feedback about her service and what she offers their children to help her identify areas to develop further. The childminder has reflected on her practice. She would like to provide more opportunities for children to explore mathematical concepts through play, as well as extend her knowledge to better support children with special educational needs and/or disabilities.
- Children's physical well-being and good health are supported effectively. They enjoy healthy meals and snacks. The childminder provides fresh fruit and encourages children to try new flavours, such as apricots. This helps children to eat a variety of foods in order to lead a healthy lifestyle. Children know they need to wash their hands before eating, and they go to the bathroom when asked.
- Children recall previous learning when they tell the childminder that plants need water and sun to grow. They compare the growth on the sunflowers to their own heights, using relevant mathematical language to share whether they are shorter or taller than the plants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and how to keep children safe. She understands the signs and symptoms that may indicate that children are at risk of harm or abuse. The childminder knows who to contact should she need to make a referral to protect children or young people. She is clear about the dangers posed to children from radicalisation and extremist behaviours. The childminder understands the risks to children from drug-based activity. She keeps contact numbers of relevant agencies, including the local safeguarding team and the police, updated and close to hand.

What does the setting need to do to improve?

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

- consider ways to further differentiate the educational programmes to meet children's current levels and stages of development.

Setting details

Unique reference number	2604532
Local authority	Essex
Inspection number	10280959
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Colchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Sue Buckingham

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of their premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning.
- Children spoke to the inspector during the inspection and shared what they like doing while with the childminder.
- 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 childminder and inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.

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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