

Childminder report

Inspection date: 18 April 2024

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

The childminder delivers an ambitious curriculum and provides children with a wide variety of high-quality resources and learning opportunities. The childminder invests time in getting to know the children and their family before they attend. She follows children's lead and interests when planning her educational programme. Opportunities to learn outdoors are also positively encouraged as the childminder provides a well-resourced garden that supports children's learning in all areas. The childminder extends children's learning and experiences further as she offers a variety of outings outside of the home. The children have established close and trusting bonds with the childminder. They demonstrate they feel safe and secure in her care. The childminder has high expectations for all children and their behaviour is good. Even very young children understand the need to take turns when playing games and the childminder is skilful in her support and interactions with them.

The childminder is a good role model and supports children's speech and language development effectively. She positively encourages number recognition and counting throughout all activities. Children are confident speakers and even young children show they are confident and willing to engage visitors to the home in their games. The childminder is exceptionally calm and nurturing. She offers children lots of praise for their efforts. They listen and follow instructions, for example, when it is time to tidy away in preparation for lunch. The children are happy and keen to help.

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

- Children's communication skills are supported very well. Children are inquisitive and ask questions and the childminder models language well. She positively engages children in conversation. Lots of counting and mathematical language is used throughout all activities. Children show curiosity as they count and check the caterpillars they are caring for. New words, such as 'oxygen', are introduced to their conversation to extend their vocabulary as they discuss how caterpillars breathe.
- The childminder teaches children the skills they need to be independent. For example, they pour their own drinks with skill. Children are confident speakers and are comfortable with visitors as they explain the need to wash germs from their hands before eating their snack. They excitedly prepare for outdoor play and make good attempts at putting their coats on. The childminder is patient and helps children with the skill of managing shoelaces. Children listen with intent and carefully follow her instructions.
- Children access the bathroom independently and take care of their personal needs. Their understanding of keeping healthy is supported through

conversation and activities. For example, they enjoy the nutritious snacks provided. Discussions take place around the importance of healthy foods as children play with role-play resources.

- The quality of teaching is good. The childminder is aware of the importance of continuous professional development. She demonstrates a thirst for learning and is committed to improving her knowledge through training opportunities. The childminder evaluates and considers the service she provides and welcomes and implements new ideas that will improve positive outcomes for the children.
- Children's behaviour is good. They have made friendships and play together. Older children show kindness, for example, they help younger children prepare for outdoor play. Children understand the childminder's expectations and demonstrate good manners. While the childminder is aware of the importance to support children's emotional development, there are fewer focused opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves.
- Partnerships with parents are good. Parents say they feel totally at ease leaving their children in the 'exceptional care' of the attentive and kind childminder. They comment on the variety of activities offered and trips outside of the home to create 'lovely memories'. Parents feel that their children have made very good progress while in the childminder's care. The childminder has effective monitoring and assessments in place to identify what children need to learn next. However, does not always provide parents with specific information to help them promote their child's learning learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- include more focused activities within the curriculum to support children's understanding of emotions and develop further their vocabulary to enable them to express how they feel
- strengthen ways to further help parents to be able to support their child's learning at home.

Setting details

Unique reference number	2652560
Local authority	Essex
Inspection number	10335570
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	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021 and lives in Colchester, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The childminder provided the inspector with a sample of documentation on request.

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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