

Childminder report

Inspection date: 30 May 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

On arrival, children are welcomed by the warm and friendly childminder. She takes a genuine interest in their lives, which supports children to build trusting and caring attachments with her. Children immediately feel safe and are keen to engage in a range of interesting activities that the childminder has carefully planned, based on her sound knowledge of children's individual needs and interests. For example, children who are particularly interested in numbers enjoy writing a price list for imaginary items that they need for a potion-making activity. The childminder's intent is realised as children show concentration while practising their mark-making skills in readiness for school, through their love of numerals.

The childminder is an excellent role model, providing meaningful praise for children's positive behaviours and acts of kindness. This ensures that they have consistently high levels of respect for others. Older children show this when kindly offering to sit on the other end of a see-saw, so their younger peer could fulfil their choice of physical activity. With the right level of support from the childminder, children learn to access any risks in the environment independently. Children instinctively move the see-saw to ensure that they have enough space to keep themselves safe before merrily jumping up and down.

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

- Tailored settling-in sessions ensure that the childminder knows children well before they attend. This helps the childminder identify any initial gaps in learning and meet their needs from the start. For example, children who find it difficult in social situations, particularly in making friendships, make swift and rapid progress. This is because the childminder provides play opportunities where children can learn social skills, such as sharing through turn-taking games. Additionally, the childminder regularly takes children to local groups in the community where they play with children of a similar age and practise their skills of making friends.
- Parent partnership is prioritised. Alongside robust and regular assessment process, the childminder communicates daily with parents through a written diary. Parents applaud the online and face-to-face communication. Parents report they know how to support their children further at home, and this collaborative working means all children make good progress in all areas of learning.
- The childminder provides meaningful teaching across the early years foundation stage curriculum. The childminder has a calm voice, and children respond well to her as she presents information clearly to them. Children articulate their knowledge and ideas well with descriptive vocabulary. A child enthusiastically explains a bath bomb is fizzing in the water and says, 'It is dissolving'. The

childminder asks how it could dissolve faster. As a result of thought-provoking questions, children test out their ideas and develop critical-thinking skills as they stir and break it up to see if it disintegrates faster.

- The childminder is dedicated to promoting children's good health by providing a wide choice of healthy snacks and meals. Regular trips to the greengrocers and cooking opportunities increase their curiosity in different and nutritious foods. Children who are initially reluctant to try healthy foods become increasingly adventurous and try them for the first time when the childminder eats with them.
- Children develop independence when confidently asking the childminder for things they need. Children proudly exclaim, 'I did it' when independently pulling the zip up on their coat. The childminder has a clear intention to support children's independence. On occasion, the childminder will do things they can achieve themselves, reducing opportunities to continue practising skills that means they become increasing independent in their self-care needs.
- Children benefit from a language-rich environment. Regular trips to the local library and the local fire station prompt interesting discussions. Children learn to accept the needs of others and develop their self-esteem as they share their thoughts and feelings at circle time.
- The childminder demonstrates her knowledge of linking with parents, other settings and professionals in supporting children's care and education to ensure that all children with special educational needs and/or disabilities thrive and continuously have their individual needs met.

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:

- build on already good teaching to further support children to manage their self-care needs independently and consistently.

Setting details

Unique reference number	2665972
Local authority	Essex
Inspection number	10339414
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
Total number of places	4
Number of children on roll	5
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 5.30pm, Wednesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. 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 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 childminder.
- 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 she ensures that both indoors and outside environments are safe and suitable.
- The inspector spoke with a parent and read comments from parents to gather their views on the childcare setting.
- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024