

Childminder report

Inspection date: 15 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

Children confidently skip up the garden path with a spring in their step. On arrival, the childminder takes time to talk to children and their parents, who she knows so well. She speaks in a calm and encouraging tone of voice, which supports children to foster trusting and caring relationships with her. Children feel safe and a sense of belonging as the childminder listens and responds to their thoughts and ideas about what they would like to play with first.

The childminder consistently praises children's efforts and achievements. This means that they develop positive attitudes to learning and understand what is expected of them. The childminder teaches children how to keep themselves safe on daily outings. They demonstrate good knowledge of road safety when they stop at the edge of the road and explain they are looking out for cars.

Real-life experiences give children the opportunity to learn from, and be part of, their local community. The childminder regularly takes them to visit the local care home. Here, they develop social skills and learn empathy and caring for others with different physical abilities. Children demonstrate high levels of respect for others. They politely say 'thank you' when a familiar neighbour praises how nicely they walk together.

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

- Indoor and outdoor environments are stimulating and inviting. Resources are easily accessible, age-appropriate and promote inclusion. They support children to make independent choices and lead their own learning through play. The childminder gathers in-depth knowledge about children's learning and development before they start, and through ongoing assessments and parent discussions. As a result, resources and planned activities continuously meet children's individual interests and support children to build on what they already know and can do.
- The childminder has a good understanding of how children learn. For example, while children are using bingo pens to make 'spotty' pictures, they tell the childminder the pens are not working. The childminder supports their critical thinking skills by asking children why they are not working. They share ideas and then she asks them to shake the pen to see if they can hear any ink inside. This interactive teaching is meaningful because older children recall what they have learned and teach their younger peers to shake the pen and check for ink.
- The childminder's own speaking and the way she reads to children excites and engages them to develop their own language and vocabulary well. All children, including those with special educational needs and/or disabilities, receive the support they need and make good progress in their speech and language

development. The childminder works closely with parents and other outside professionals such as speech and language therapists to ensure this.

- Children often show acts of kindness and consideration to their peers. For example, a child notices there is water at the bottom of the slide and wipes it away for them. Children learn to accept the needs of others as the childminder uses positive role modelling and introduces turn-taking games.
- The childminder understands the importance of outdoor play to support children's physical well-being. Children relish learning outdoors and notice changes in the environment, such as when it has been raining. They enjoy counting and naming the colours of flowers they recognise from a previous walk. Occasionally, children start to lose focus on indoor activities, and they start to show behaviours such as climbing and chasing their peers. The childminder does not always encourage them to access the outdoor space, which enables children to more appropriately engage in this type of play.
- Mealtimes are sociable and support children to become increasingly independent in their self-care needs. Children show determination and perseverance, for example, while learning to pour their own drink. Children are learning good hygiene habits and know to independently wash their hands before eating.
- Parents report overwhelming praise for the support the childminder gives to themselves and their children. The childminder organises charity fundraising events and undertakes specific training to continually strive to support the individual needs of the children she cares for.

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:

- focus on redirecting children to alternative play experiences in response to changes in their engagement and attitudes to learning.

Setting details

Unique reference number	2668478
Local authority	Essex
Inspection number	10344299
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	0 to 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Colchester, Essex. She operates term time only, from 8.30am to 5.30pm Monday to Wednesday and Thursday from 3pm to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. 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 they ensure that both the indoor and outside environments are safe and suitable.
- The inspector spoke with a selection of parents to gather their views on the childcare setting.
- The inspector discussed with the childminder how she implements the curriculum and supports all children to make progress, including how the childminder plans, observes and assesses children in her 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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