

Childminder report

Inspection date: 4 October 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 dedicated and highly qualified childminder has a broad experience of working with early years children. She has a secure knowledge of how children learn. The childminder provides a good-quality provision, in an environment that is inviting, caring, and safe. The childminder designs her ambitious educational programme around the children's interest in the moment, and builds on what they already know and need to learn next. The curriculum is also influenced by aspects of the Montessori and the curiosity approach to learning, and promotes opportunities for child-initiated ideas along with invitations to learn through adult-led activities. A variety of planned outings outside of the home further enhance children's experiences.

The childminder has high expectations for the children and they are the centre of all decisions made. There is a focus on children's emotional and language development. Children have a strong sense of self and have made friendships with others attending. They have established close and trusting bonds with the childminder. Children's behaviour is good. Young children wake from their nap and are happy to see their friends, and enjoy cuddles with the childminder. They settle quickly for lunch and show they feel secure and settled. Children engage visitors to the home in their games. For example, they confidently suggest a game of catch in the garden, while others enthusiastically explain names of dinosaurs to them.

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

- The quality of teaching is good. The childminder's secure knowledge of what children need to learn ensures she supports their progress well through everyday activities. The nurturing childminder engages children in meaningful conversation. She has a clear understanding of how children develop their conversation skills and introduces new words to challenge their ability to communicate and their vocabulary.
- The childminder has established professional but friendly partnerships with parents. She encourages parents to contribute effectively to their children's learning through regular conversations and updates, and to share their children's development and interests at home. Parents comment how flexible and supportive the childminder is. Parents say they feel reassured their children are safe, and progressing well in the home from home environment.
- The attentive childminder ensures the home and activities are fully inclusive and accessible to all. She speaks respectfully to the children and encourages language in all activities. Children engage in conversations and show a keen interest and eagerness to learn and try new experiences. Young children show sustained concentration and perseverance moulding dough to make faces. They are gently encouraged by the childminder who offers lots of praise for their

achievements.

- The childminder is forward thinking and reflective. She has a culture of evaluation and is aware of the importance of continuous professional development to improve outcomes for children in her care.
- Children delight in their time outdoors. The childminder positively promotes outdoor learning and has created a fun and exciting learning environment in the garden that covers all areas of learning. Children choose where they want to play and flow freely from indoors to outdoors.
- Children learn the importance of a healthy lifestyle and the wider community through everyday routines and experiences provided. For example, they enjoy trips to the childminder's allotment. They learn about the natural world and have fun weeding and picking peas, which they shell and eat for snack. They visit multi-generational toddler groups and join in singing activities, developing their social skills, confidence and respect for others within the community.
- Children enjoy snack and mealtimes. They enthusiastically help the childminder prepare the table and are familiar with the routines. They independently wash their hands and explain the need to wash germs away. Children sit together chatting while they eat. The childminder is fully aware of children's dietary needs and allergies and provides children with a menu of well-balanced home cooked healthy dinners.
- Children enjoy some role play opportunities. However, this is not always inspiring to fully challenge and support children's imaginary play and captivate their interests, particularly for the most able children.

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:

- provide a range of challenging role-play opportunities to inspire and enable all children to explore and develop their own play and ideas.

Setting details

Unique reference number	2688412
Local authority	Essex
Inspection number	10363686
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 3
Total number of places	6
Number of children on roll	5
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 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- 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 by reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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