

Childminder report

Inspection date: 20 March 2025

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, settled and content in the childminder's care. They confidently speak to visitors and choose a sticker for them as a welcome gift. Younger children move comfortably around the space provided for them, freely accessing the toys and resources. Older children speak proficiently about what they enjoy doing with the childminder. The childminder knows the children well and demonstrates a clear knowledge of how she is going to help them to reach their next stage of development. Children have a good relationship with each other and with the childminder.

Children understand the childminder's house rules and routines. They help to tidy toys away in preparation for the next activity and use kind voices when speaking to each other. The childminder arranges a wide range of activities and trips outside of the home to enhance children's learning. They frequently attend local children's groups to extend their social interactions with others. Children enjoy looking at books and being read stories by the childminder. They make use of the comfortable spaces within the childminder's home to enjoy these interactions. Children join in with familiar and favourite books, using the toy dinosaurs to enhance the story.

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

- The childminder is firmly committed to improving her childcare knowledge. She completes a wide range of online training as well as meeting up with and sharing ideas with other registered childminders. The childminder uses her new-found knowledge in her setting. She has plans to further enhance her understanding of working with children with special educational needs and/or disabilities.
- The childminder seeks the views of parents through questionnaires, asking for their feedback on her provision. All questionnaire responses are positive and praise the childminder for her attention to detail and the care she shows their children. The childminder is mindful that some of the parents of the children she childminds for work away from the family home for long periods of time. She tries to accommodate the needs of the whole family and work in partnership with parents to make these transitions as smooth as they can be.
- Children enjoy creating pictures using their fingers to paint with. Older children name the colours of the paint they are using. They talk about the pre-printed farm related pictures and show pride in their finished picture. Younger children are assisted to join in, for example, by the childminder guiding their hands. However, such activities are not planned well enough to accommodate the needs of younger children. They are not able to freely explore and create. As a result, younger children do not fully benefit from these activities.
- The childminder talks with children, narrating their actions and naming objects. At times, however, she asks children questions in quick succession and does not

always provide them with sufficient time to consider their responses. This does not enhance their early communication skills effectively.

- Children play in a well-considered learning environment. The childminder presents visual images around the walls, often linked to the current theme, such as 'the farm'. The childminder arranges outings in line with the theme, to help children to link their learning to real-life experiences.
- The childminder skilfully builds on what she knows children can already do. She has clear learning intentions for each of the children, taking account of their interests, likes and dislikes. The childminder involves parents in discussions about their children's next stages of learning and how they can work together to help children to reach their next steps. The childminder uses her knowledge of the children's home lives and experiences to plan effectively for their time with her. For example, she introduces travel on public transport as she is mindful that not all children gain these experiences.
- Children's safety and well-being is given careful consideration. The childminder assesses risks within her home and on trips outside of the home. She has appropriate arrangements for pets, keeps her home clear of hazards and encourages children to think about safe practice, such as not climbing on the furniture.

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:

- review the arrangements for planned activities to ensure that they are adapted to fully benefit all children present
- develop teaching in relation to the use of effective questioning techniques to enhance children's thinking skills that support their learning further.

Setting details

Unique reference number	2747055
Local authority	Essex
Inspection number	10393792
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Colchester. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed observations of activities, how the curriculum has been implemented and the impact that this has had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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