

Childminder report

Inspection date: 31 July 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 has created a child-friendly, stimulating and welcoming place for children to learn. She delivers an ambitious curriculum that is led by children's interests and what they need to learn next to ensure and support them with the skills they need to be independent learners. The outdoor learning environment is exciting and 'magical' for children. It provides lots of invitations to learn, and children relish their time in the garden. They negotiate paths and steps well to find hidden treasures, such as a well-equipped playhouse, mirrors and a music wall nestled in bushes. They play well together and giggle as they chase butterflies and find bugs. The attentive childminder is skilful in her interactions, and children have formed close and trusting bonds with her. They understand the childminder's high expectations and their behaviour is good.

The childminder ensures she has all relevant information about children in her care. She invests time in getting to know the child and their family and what is important for them. Children feel safe and secure and are very settled. They confidently move around the inclusive playroom and flow freely from indoors to outdoors. Quality toys and resources are easily accessible. These are appropriate to support and challenge children's progress. Even the youngest children show they are confident. Babies enjoy cuddles from the childminder when they are tired and are gently soothed to sleep.

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. Therefore, all children make good progress, as they have a variety of opportunities to learn that cover all areas of learning. In addition, the childminder extends their experiences further through regular outings, such as visits to the zoo, country park and local museums.
- Children are confident and good communicators. They show an eagerness to learn and ask lots of questions. They excitedly involve the childminder in their imaginary games. For example, children decide they are going to a wedding and find flowers and petals. The childminder introduces new words to extend their vocabulary, such as 'bouquet' and 'confetti'.
- There are many opportunities for children to be creative and learn early writing skills. For example, children work together to mix colours on a large easel in the garden. They show sustained concentration as they colour pictures. They make good efforts at writing their name on their creations and enjoy the positive reinforcement and praise they receive.
- Babies learning to walk are fully supported. They are given space and appropriate resources to help them develop their confidence and physical skills.

Older children demonstrate they are kind and caring towards the younger ones. They encourage and praise the babies for their efforts.

- The childminder teaches children the skills they need to be independent. For example, children access the bathroom independently and take care of their personal needs. Children's understanding of keeping healthy is supported through conversations and everyday routines. For example, they understand the need to wear sun hats and sun cream outdoors and to keep hydrated in the hot weather. Children help prepare fruits for snack and talk about the juicy melon they chop.
- Professional, friendly working relationships have been established with parents. They speak highly of the 'empathetic and supportive' childminder. Parents comment on the 'great facilities' provided and say the childminder goes above and beyond their expectations. They write that the childminder provides good information and updates about their children's day and that they are truly grateful for the care she provides.
- The nurturing childminder ensures she has a good knowledge of the children before they attend. She gets to know the children and their families and tailors settling-in sessions to meet their individual needs. Babies' routines are discussed at length, and she works closely with parents to ensure a smooth transition from home to her care.
- The childminder understands the importance of continuous professional development and the impact on positive outcomes for children in her care. She is part of a supportive childminding group and a mentoring programme. The completion of research and training opportunities ensure she is fully updated about current practices. The childminder often shares her training knowledge with parents.
- The childminder understands the importance of developing relationships with other early years settings the children also attend. She acknowledges the value of sharing information about children's learning and progress to provide continuity when children attend more than one setting. However, this is not fully embedded in practice.

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:

- strengthen partnerships with other early years settings the children attend to provide the best possible support for their learning and development.

Setting details

Unique reference number	2756853
Local authority	Essex
Inspection number	10349488
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Colchester, Essex. She operates all year round, from 7.30am 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 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 she ensures they are 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 programmes.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.

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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