

Childminder report

Inspection date: 25 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 childminder creates a warm and welcoming home-from-home environment for the children she cares for. They happily play alongside the other children and enjoy cuddles from the childminder when they need reassurance. The childminder implements a balanced curriculum. She plans a wide variety of fun and engaging activities that motivate and support children to make progress. Learning is meaningful and well sequenced. Children practise the skills they have already learned to become increasingly confident and independent. They strengthen and develop their small-hand and arm muscles ready for early writing as they tip and pour rice with various cups and scoops.

The childminder's calm, gentle and respectful manner towards the children supports them to develop strong bonds with her. Children demonstrate that they feel safe and secure, approaching visitors with confidence and curiosity. They listen carefully to instructions and treat others with care and respect. Children have good opportunities to develop their large motor skills. For example, the childminder sets up different activities in the garden. Children thoroughly enjoy demonstrating their control, such as showing they can balance and jump over, on and off different-sized obstacles.

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

- The childminder works well with her co-childminders. Together, they regularly evaluate their setting and professional development. The childminder seeks out training to help her keep up to date with any relevant changes and to help with new ideas to keep children motivated to learn and engage.
- The childminder has a clear intent for children's learning. She uses regular observations to assess children's learning and development. The childminder identifies next steps for children and supports their progress in their learning.
- The childminder encourages children to have a love of books. She has a good selection of books and uses these to support children's early literacy skills. Children freely choose books to read and show an interest in stories. For example, they enjoy looking at the pictures and excitedly identify the characters they see.
- The childminder uses her garden to make full use of the natural environment for children to play and explore outdoors. This increases their love of nature, such as through leaf collecting to create autumn pictures.
- The childminder is a positive role model. Expected behaviours are clearly explained and encouraged, and children are learning how to manage their own behaviour. The childminder praises children as they share and show kindness to each other. The environment is calm yet lively, with children engaging in their play and respecting each other.

- Overall, parent partnerships are good. The childminder provides parents with daily verbal feedback and photos of activities and places the children have been. They praise the high level of care that children receive. However, not all parents receive information about the daily routines and how they can support their children's learning at home.
- Children are provided with lots of opportunities within the daily routines to be independent. For example, they choose what they want to play with and help to tidy away toys. They know and understand why they should wash their hands and do so competently with little support.
- The childminder helps children learn about diversity through teaching them about a range of celebrations and festivals. She broadens their knowledge and takes them on visits to local places of interest within the community. This supports children to learn about the wider world.
- The childminder ensures that her home is safe and secure before children arrive. She completes daily risk assessment checks to ensure that preventative measures are in place to minimise risks to children.
- The childminder provides children with healthy and nutritious meals and snacks. She teaches them the importance of eating healthy food. The childminder encourages them to eat plenty of fresh fruit and vegetables to maintain good oral hygiene.

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:

- extend the good communication with parents, exploring ways to consistently share information about daily routines and how they can support their child's learning at home.

Setting details

Unique reference number	2757949
Local authority	Essex
Inspection number	10349540
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two other childminders and assistants.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children shared their views with the inspector.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed an observation of how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided the inspector with written feedback.

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