

Childminder report

Inspection date: 23 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

Children, including those who are very new to the setting, show that they are content and settled in the childminder and co-childminder's care. Adults take time to get to know the children. They are aware of children's interests, and the childminder uses these to provide suitable toys and activities. She gets down to the children's level and supports them to make decisions about what they would like to do. As a result, children develop their confidence as they access resources and explore their environment.

Children's early communication skills are well supported. For example, the childminder uses songs and strategies, such as Makaton sign language, to support children with their language development and understanding. The childminder recognises the importance of books and ensures that children of all ages have free access to a range of age-appropriate stories. Young children keenly listen as the childminder reads to them. They are familiar with the daily routines and eagerly join in when the childminder sings action songs and rhymes. Children follow instructions and help with tasks, such as joining the childminder as she tidies toys away before lunch. They receive praise and encouragement from the childminder and staff, which supports their self-esteem.

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

- The childminder, and the co-childminder, work closely with parents to help children settle into their care. They find out about children's care routines at home and aim to follow these as closely as possible to support children's health and emotional well-being. The childminder gets to know the children well and confidently talks about them. She ensures that children's needs are promptly met and notices when children are hungry or become tired and swiftly responds to settle them. The childminder talks to children in a calm manner and explains what will happen next, for example, when it is time for a nappy change.
- Children receive a curriculum that supports them to make progress in all areas of their learning and development. The childminder uses observations, and conversations with parents, to identify and assess where children are in their learning. She has a good understanding of what children need to learn next.
- Partnerships with parents are strong. Parents express their thoughts about the service the childminders provide. They are extremely complimentary and state that their children have 'the best time', 'love attending' and they would recommend the setting to others. The childminder maintains a regular two-way flow of information about children's progress, care and well-being.
- The childminder and the co-childminder demonstrate a strong commitment to the continued development of the provision. They regularly reflect on and adapt the environment to ensure that the space available meets children's needs. The

childminder oversees all training for the staff team and identifies appropriate courses, and professional reading, for them to complete to help enhance their knowledge and develop practice further.

- Children benefit from plenty of fresh air and exercise and enjoy being physically active. They are eager to join in with adult-led games and activities and have many opportunities to explore a range of different materials. However, at times, these group activities are often dominated by the older children. This means that younger children are not as fully engaged as possible and, as a result, are not consistently supported to achieve their full potential.
- The childminder, the co-childminder and the staff work very well as a team to meet children's needs. They supervise children closely and communicate effectively with each other. This means that they are all fully aware of what each other are doing, such as checking on children to ensure that they are safe when sleeping. Daily checks and effective risk assessments help to ensure that the provision is safe for children.
- The childminder provides suitable activities to ensure that children make good progress in readiness for the next stage in their education. She talks to children as they play and adds new words to help extend their vocabulary. While teaching is generally strong, there are times when children are not given enough time to process and respond to questions being asked.

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:

- plan group activities more carefully to allow all children to have the opportunity to join in to make the best possible progress
- enhance teaching strategies to provide children with more time to think about and respond to questions.

Setting details

Unique reference number	2759763
Local authority	Essex
Inspection number	10370899
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	1 to 9
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 2023 and lives in Colchester. She works from the home of her co-childminder. The provision operates all year round, except for bank holidays and family holidays. Sessions are from 7.30am to 6pm, Monday to Thursday, and from 9am to 3pm on Friday's. The childminder holds a relevant qualification at level 3 and works alongside another childminder and assistants.

Information about this inspection

Inspector
Karen Harris

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a physical activity with the childminder.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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