

Childminder report

Inspection date: 5 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is committed to providing children with a very welcoming and enjoyable place to learn. Children play in a well-designed, organised playroom. Quality toys are easily accessible so that children can initiate their own play. Children are very excited when they arrive and are keen to have a go with all that is on offer. They have established close bonds with the childminder and her co-childminder, who have invested time in getting to know their individual needs, likes and dislikes. Toddlers enjoy cuddles and approach the childminder for reassurance and when they are tired. Children are happy and secure in their environment.

Children's behaviour is very good. They play well together and older children are caring and help the toddlers as they play or when they need a drink. Children relish their time in the garden. They enthusiastically build together, climb apparatus and play with the sand. They listen intently to a favourite story. They interact and predict what may happen next, as the childminder is skilful in asking questions. They use words, such as 'diplodocus' when retelling the story. Toddlers are fascinated with the sensory play of the water. They show sustained concentration as they use the 'squishy' bottles, splashing and giggling as they play.

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

- Children's communication skills are supported well. They are confident speakers and ask lots of questions. The childminder and her co-childminder fully understand how to engage children in conversation and they model language well. The childminder is skilful in how she asks children questions. She understands the importance of allowing time for children to process information and respond.
- The quality of teaching is good. The childminder is committed to improving her knowledge through training opportunities when possible. She encourages her co-childminder in her own personal development and ensures that children experience consistent good-quality learning opportunities.
- Parents speak highly of the service the childminder and her co-childminder provide. They comment on the good progress their children make and how happy, settled and confident they are since attending. Parents say that they really appreciate how welcoming and friendly the childminders are. They feel that any concerns they may have about their children are listened to and supported. Parents value the variety of experiences the childminder plans outside of the home for their children. They say that they feel reassured leaving their children in the care of the 'brilliant' childminders.
- The childminder is aware of where children are in their development and what they need to learn next. Children make good progress across all areas of their development. Parents are informed about where their children are in their

progress. However, to ensure that children's learning is consistently at the highest level, more information could be provided to help to support parents to continue and extend their child's learning at home.

- The childminder carefully explains to the children what is expected and asks simple questions to engage their thinking. For example, children are reminded when it is time for lunch and what needs to happen next. Children respond and talk about tidying the toys away. The routine is familiar, and they are praised for their efforts.
- The childminder is quick to respond to children's requests. Children show a passion for dancing and proudly demonstrate dance steps. Music and disco lights are provided. Children encourage the childminder to join in and giggle as they dance to the 'Hokey cokey'.
- Children are fully supported and encouraged to be independent at every opportunity. For example, they put on their shoes and manage the buckles and fastenings. They pour drinks and open packets at lunchtime. They take care of their personal needs, supported by the childminder if required. Children confidently communicate their needs and are inquisitive learners. These are all good skills for their successful future learning and transition to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her responsibility to protect children from harm. She has a good knowledge of possible signs and symptoms of abuse, including wider issues, such as county lines and domestic violence. The childminder is clear of the procedures to follow and who to contact should she have concerns regarding a child in her care. Priority is given to keep children safe. The childminder updates her knowledge through safeguarding training. Children play in a safe and secure environment, as the childminder takes care to ensure that the home is routinely risk assessed. Children are closely supervised by the childminder throughout the day.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide consistent information that helps parents to support and extend their children's learning at home.

Setting details

Unique reference number	EY338431
Local authority	Essex
Inspection number	10232922
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in Colchester. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with a co-childminder.

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 explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children and parents during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons working as a co-childminder.
- The childminder and the inspector carried out a joint observation together.

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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