

Childminder report

Inspection date: 12 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form secure relationships with the childminder, who is kind and gentle. They are keen to share experiences with her and come to her for comfort and reassurance when they need support. Children make independent decisions about the resources they want to play with. For instance, as they begin looking at items in the play shop, they develop their game around previous experiences of going shopping. The children add a touch of imagination, as they sell items for 'three coins'. Behaviour is very good. The high expectations of the childminder are communicated well to children, who actively use good manners.

Children have frequent opportunities to get to know the local area and socialise well with other children in the setting. They enjoy spending time outside in the childminder's very well-equipped garden or making visits to the park. Children become familiar with the local school and members of staff, as they accompany older children on school walks. During the COVID-19 (coronavirus) pandemic, when children did not attend the setting, contact was maintained with children and their families via social media and telephone conversations. The childminder provided ideas for activities and remained in touch about children's ongoing progress and development at home. This included completing and sharing the progress checks for children aged between two and three years. Children have since returned to the childminder's care, and the childminder reports that there are no gaps in their learning or development, due to the efforts of their parents during the first national lockdown.

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

- Since the last inspection, the childminder has made improvements to outside learning opportunities for children. She has developed the play space, which provides a wide range of resources. Children are able to use their physical skills on a much larger scale than is possible indoors. Children look for minibeasts under logs and branches, and they observe and learn about these creatures in their natural habitat.
- The childminder's setting is safe and secure for children. She is attentive and monitors their play well. The childminder shares information with other professionals, such as staff at receiving primary schools, when the time comes for children to move on. Children are prepared well for these moves. They are confident in skills such as managing personal hygiene, dressing and undressing for physical education lessons and interacting socially with others.
- The childminder supports children's emerging speech and language skills. She talks with them as they play, names objects and gives them choices about which direction their play takes. She waits patiently for children to make decisions, and follows the non-verbal cues given by babies.

- Partnerships with parents are strong. Parents report positively about the childminder's caring and nurturing approach. They appreciate her flexibility and guidance to meet their family needs.
- The childminder ensures that children get plenty of fresh air and exercise. She ensures that children understand about leading a healthy lifestyle. For example, they grow vegetables from seeds and engage in conversations about making healthy choices at snack and mealtimes.
- Children are well supported to understand the diverse society they live in. They play with a broad selection of resources, including dolls, books and small-world toys. This helps to introduce them to the concept that people can look different from each other but have similar experiences.
- The childminder finds out from parents about their children's routines, interests and abilities before they start at her setting. She uses this information to plan for children's individual learning. The childminder gets to know children extremely well, which helps them to settle swiftly. The childminder understands the value of play-based learning opportunities and uses this knowledge as the basis of her practice.
- The childminder's observations and knowledge of children help her to support them to make good progress. She is clear about what she wants children to learn. However, at times, the childminder does not make the most of opportunities to help children to test their ideas and make links in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to ensure that her knowledge of managing any safeguarding or child protection concerns is up to date. She knows who to contact if she is concerned about the welfare of any child in her care, including if she has concerns about wider safeguarding issues, such as extremism. The childminder is diligent when helping children to manage their personal safety. For example, she teaches them about hot and cold water taps to avoid unnecessary scalds. The childminder understands her role to keep children safe.

What does the setting need to do to improve?

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

- challenge children to test out their ideas and make links in their learning.

Setting details

Unique reference number	EY342997
Local authority	Essex
Inspection number	10144205
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in Rowhedge, Colchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lynn Clements

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 and the inspector had a learning discussion about the setting, inside and outside.
- The childminder and the inspector discussed observations of activities throughout the morning and evaluated these together.
- Children spoke to the inspector about what they enjoy doing in the setting.
- Parents left letters for the inspector about their thoughts and experiences of the childminder's setting.
- The inspector reviewed relevant documentation, including training certificates and evidence of suitability checks of all adults living in the household.

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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