

Childminder report

Inspection date:

26 June 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy being in each other's company in the childminder's warm and inviting home. Children's behaviour is exemplary. They are very polite and respectful of each other. They share ideas on what activities they can participate in during their sports day event at the setting. Together they make a list, discussing the activities they completed at their school sports day, including a sack race and egg and spoon race. Children learn the importance of physical activity and that 'exercise is good for our hearts'. This promotes children's personal, social and physical development.

Children explore the outdoors as they participate in a planting activity. Children independently use spades to dig in the soil. They learn the life cycle of a plant and about growth and decay as they observe a plant that has decayed over time. Children learn what plants need to thrive and begin to care for the plants. They discuss the roots and how they need to re-pot the plants. In addition, children learn the life cycles of animals. For example, the childminder discusses that 'birds eat snails'.

Children are exposed to a wide range of vocabulary, developing their communication skills. As children play with the sand, they are introduced to the concept of putting 'pressure' on the sand to make a mould and what happens when the pressure is released. Together, the children try to make a 'pyramid' in the sand. Children cut the sand in 'half' and count down to releasing the sand, saying 'three, two, one' and developing their mathematical skills.

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

- Children begin to learn about emotions. They have visual aids to help non-verbal children express themselves and use stories to discuss different feelings. During the session, the childminder often role models how she is feeling. For example, she says 'I'm happy because you're here.' She encourages children to 'try their best' as they share minor worries about their schoolwork. These opportunities have a positive impact on children's self esteem and emotional development.
- Children have good opportunities to explore their creative ideas. They are provided with plenty of art and craft materials, where they competently use scissors to make their creations, developing their independence skills.
- Children have a love of reading. They are encouraged to read stories in the morning, before attending school. The childminder works in partnership with the school to share books children are reading. She spends one-to-one time with children, practising their reading before going to school. They look at the pictures, discussing what is happening. The childminder expertly introduces

children to verbs and adjectives, developing their communication and language skills. Children also draw and write words in the mud and shaving foam, developing their fine motor and literacy skills.

- The experienced childminder provides an inclusive setting, where she adapts activities and teaching approaches to enable children with special educational needs and/or disabilities to make progress. She works closely with parents and the school to put in place strategies to support children's learning and development.
- Children are exposed to a range of materials that reflect diversity. They learn about different festivals and discuss the differences in cultures. The childminder teaches children about differences and what makes us unique. She talks with parents about their backgrounds and incorporates this into her daily activities.
- There is a good settling-in procedure in place for new children and their families. The childminder meets with the parents to discuss their routines, backgrounds and children's interests. She uses these interests to help children settle. When children start, she shows them around and makes them aware of the available resources. Each child is presented with their own activity pack when they start. This includes paper, so children can write and draw and take work home, developing their fine motor skills.
- Children say they are happy at the setting. They say they have made 'lots of friends' and that the childminder 'is amazing, I love having cuddles with her'. Parents are happy with the safe and nurturing environment the highly recommended childminder provides. They say she is 'like family'. They comment that she has great communication with parents and children have a lovely bond with her.

Safeguarding

The arrangements for safeguarding are effective.

Children learn how to keep themselves safe. For example, they learn that their bodies are private. The childminder shares information with parents about how to ensure children stay safe online. The childminder is aware of signs and symptoms of abuse, including physical abuse and neglect. She is also aware of wider safeguarding concerns, including radicalisation and domestic abuse. The childminder is aware of how to report any concerns she may have about a child or family, and the procedure she would take if there were any concerns raised against herself or a member of her household. She refreshes her knowledge through attending regular meetings and online training courses.

Setting details

Unique reference number	EY380153
Local authority	Essex
Inspection number	10289039
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	5 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2008 and lives in Colchester. She operates during term time only, from 6.30am until 9am and 3pm to 6pm, Monday to Friday.

Information about this inspection

Inspector

Stef Montgomery

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 areas used for childcare and discussed how they ensure these are safe and suitable and meet children's needs.
- The inspector observed an activity and evaluated this together with the childminder.
- The inspector spoke to children throughout the inspection.
- The inspector took into account parents' views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.

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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