

Childminder report

Inspection date: 21 October 2019

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

Children are happy and enjoy their time with the childminder. They participate in the planned activities she presents to them, as well as guiding much of their own play and learning. The childminder's effective settling-in procedures, which include a visit to see the children in their own home, help children to settle quickly in her care. Children behave in a way that shows that they feel safe and comfortable in the childminder's home. If children do appear unsettled, the childminder reassures them with a caring cuddle and kind words.

Children show that they have a strong sense of belonging. They follow the childminder's routines proficiently. For example, they sit on the bottom stair in the hallway to remove their outdoor shoes and know to hang their coat in the cupboard on their named peg.

The childminder knows the children well and has high expectations for their learning. She uses the information she gains from parents on entry to help her identify their starting points. The childminder uses her ongoing observations to help her assess children's levels of development and progress over time. She shares this information with parents effectively to help them be actively involved in their children's learning.

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

- The childminder has strong relationships with parents. She provides them with clear daily feedback on how their children have been and what they have done each day. Parents, who complete regular questionnaires for the childminder, comment positively in her provision for their children. For example, parents comment that the childminder has helped their children 'be amazing' and state how their children enjoy spending time with her.
- The childminder works well with other settings that children attend. With parents' permission, she shares relevant information about children's progress and development with their key person from the other setting. This helps the childminder to develop an effective two-way-flow of information to help those children to make the best possible progress.
- Children enjoy creative activities linked to a weekly theme based on a favourite children's book. The childminder seeks activities and resources to help children fully embrace the story. For example, children paint a green witch's face on a paper plate and give their witch eyes and a hat. The childminder chats to them about the colours they are using, the number of eyes their witch has and how the activity links to the story.
- The childminder differentiates activities for children of different ages and abilities. For example, she provides safe scissors for younger children and holds

the paper to enable them to practise scissor skills, while older children cut around their own hand shapes to make hair for their witch picture.

- Children enjoy listening to stories with the childminder. They take their favourite book to her and she sits comfortably on the floor or furniture with them. She reads the story in an exciting way and encourages children to name things they can see in the book and to finish familiar and favourite sentences.
- The childminder makes very good use of her home to promote children's learning. Children freely choose the toys and play equipment they want each day. Older children use the conservatory for quiet play before and after school. The childminder's garden is presented with equipment to excite and interest children's learning. Children practise their physical skills in the garden, for example they ride scooters up and down the grassed hill areas.
- Children of all ages become independent, for example they manage their own personal needs when they are able to. Children learn about keeping healthy as they chat to the childminder about foods that are good for them.
- On occasions, the childminder takes charge of the children's learning, especially during planned activities. She re-directs their play without providing them with opportunities to make those choices for themselves or to choose to continue in their chosen learning.
- The childminder completes all mandatory training to help her remain up-to-date with changes to guidance and procedures. However, she does not focus her professional development on enhancing her teaching practice in order to raise the quality of teaching even higher.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of types of abuse and the known indicators that a child's welfare may be being compromised. She understands how to recognise when a child is at risk of harm, including being drawn into extremist views. The childminder has clear procedures in place which she would follow should she be concerned about a child's safety. She regularly updates her safeguarding knowledge through appropriate training and research. The childminder conducts risk assessments of her home and any outings in order to ensure children's safety within her care.

What does the setting need to do to improve?

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

- increase opportunities for children to guide their own play and to remain focused on their chosen learning
- establish a more focused programme of professional development to help raise the quality of teaching to a higher level.

Setting details

Unique reference number	110631
Local authority	Essex
Inspection number	10062891
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 November 2015

Information about this early years setting

The childminder registered in 1996 and lives in Colchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She also walked to the local school, with the childminder, to collect children from the school nursery.
- The inspector observed an adult-led activity and evaluated it with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of adults living or working on the premises.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection and through 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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