

Childminder report

Inspection date: 30 January 2024

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 settled, content and happy in the childminder's care. They play well together in a kind and caring way. Children use good manners and speak to each other politely. The childminder acts as a good role model, giving the children clear and positive interaction. She has high expectations of the children's behaviour and helps them to learn to respect each other's space. Children share resources well, taking it in turns to use tools when playing with play dough.

The childminder plans a wide range of activities to help children to achieve to the best of their ability. She follows their lead and ideas, helping them to build on what they already know and can do. The childminder makes good use of the local environment to enhance children's learning. For example, they visit parks, woods and shops. The childminder works closely with nurseries and schools that children attend to ensure continuity in their care and learning between the settings. Children develop their independence as the childminder helps them to undertake personal care tasks. She helps them to build their confidence, setting small tasks, for example, when they begin using the bathroom independently.

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

- The childminder is very experienced. She has been an active and consistently busy childminder for many years. The childminder knows many other local childcare providers and regularly meets with other childminders to review new guidance. She provides opportunities for the minded children to become familiar with these adults and to meet with larger groups of children to enhance their social development.
- Parents who contributed to the inspection through written testimonials speak highly of the childminder and the care their children receive from her. They speak about the way in which she is considerate of the whole family and helps them wherever she can. Some comment that their children describe her as their 'second mum'.
- Since the last inspection, the childminder has refreshed her paediatric first-aid training and is booked to complete some safeguarding training. Although the childminder keeps her knowledge up to date through reading and accessing news on local internet forums, she does not have an effective professional development plan in place to help her to develop continuously.
- Children move between the childminder's lounge and playroom when they want to access resources. The childminder has a very large selection of toys and resources, which are stored in boxes in both rooms. The quantity of extended resources has an impact on the amount of clear floor space available for children to play in. This means that the space is restricted, and children are unable to extend their play effectively.

- Children's speech and language development is appropriately enhanced, as the childminder engages in purposeful discussions with them. She asks pertinent questions and allows children time to think and consider their answers. As a result, children enjoy conversing with the childminder. They chat confidently to her about their home life and share things that are happening at home. The childminder's in-depth knowledge of the children's families helps her to extend and enhance the discussions.
- The childminder plans activities that are linked to the children's interests and aspects of learning that she wants them to be secure in. Children enjoy using different-coloured play dough to trace around various printed shapes. They take pride and celebrate when they successfully roll the play dough into snakes and trace around the square and heart shapes. Children confidently name the colours of the different play dough and have fun merging some colours together to make new colours and patterns.
- Children practise their mathematical skills as they join the childminder in counting and doing simple calculation during everyday activities. They learn about where food comes from, as the childminder provides them with clear explanations about food production and growing. Children use print in the environment to explore literacy, such as recognising letters and words on road signs.

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:

- strengthen the programme of professional development to gain new knowledge and skills, to enhance children's education even further
- review the organisation of the environment and resources to provide effective play spaces for children, to extend and enhance their learning.

Setting details

Unique reference number	EY103696
Local authority	Essex
Inspection number	10304814
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	3 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 1996 and lives in Colchester, Essex. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hughes

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 childminder.
- The childminder showed the inspector all areas of their premises used for childminding and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the premises are used and the intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided the inspector with written feedback.
- 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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