

Childminder report

Inspection date: 9 November 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

Children attend this setting with great joy and enthusiasm. They form strong and warm relationships with the childminder, who, in turn, supports their emotional well-being, self-esteem and resilience. Children are familiar with the setting's established routines. They are confident to approach the childminder, for example, to ask for help or request further activities.

Children navigate around the setting with interest and ease, choosing activities that spark their curiosity and excitement. For example, children enjoy exploring the dressing-up and role-play area to further develop their imaginative skills. Children play well together. They are friendly and engage in conversations with each other. This helps to strengthen their social interactions and build on their confidence and self-esteem. The childminder supports children's fine motor skills through exciting activities, using tweezers and small resources. She also supports their creativity and imagination by encouraging them to explore natural resources, such as leaves and acorns, and use these to decorate a picture of a hedgehog. The childminder extends children's interests and experiences. For example, when children mention an experiment to create a rainbow or a firework, she re-enacts this at her setting.

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

- The childminder offers a stimulating and nurturing environment. She considers children's views and interests when planning a range of fun and exciting activities. The childminder observes the children closely and listens to what they would like to explore and have access to. This feeds into her future planning of her provision.
- The childminder offers a very inclusive practice. She supports children who speak English as additional language to build on their language skills and confidence. As a result, they thrive while in her care and form relationships with peers, which helps boost their self-esteem. However, at times, the childminder does not make the most of opportunities to work with other settings that children attend to help provide a consistent approach.
- The childminder acts as an excellent role model to the children. She models language well and engages in meaningful conversations with them. The childminder supports children's mathematical skills while practising number recognition and sums. As a result, children become more confident in their learning.
- Children behave very well. They show high levels of respect towards their peers and the childminder. Children have good manners and share resources well. They understand the childminder's expectations for their behaviour. For example, when walking back from school, children understand how to stay safe when crossing the road. The childminder makes the walk fun by playing different

games, such as walking like snails or counting the cars.

- The environment is safe and secure, with a wide array of stimulating activities available. Children have fun exploring a fascinating activity with glow sticks. They work together to build bracelets, then observe how they change in the dark. The childminder continuously talks with the children, supporting their critical-thinking and problem-solving skills.
- The childminder's vision and ethos for her setting are ambitious. She continuously looks for ways to improve the quality of care and education she provides. The childminder is experienced and takes part in regular training opportunities to keep her knowledge current and up to date.
- Partnership working with parents is strong. They comment on how inclusive, robust and effective the childminder's approach to organising a fun and stimulating play environment for the children is. Furthermore, she advises the parents on relevant information to help ensure children's safety and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of safeguarding, including wider aspects such as county lines. She has effective and accurate policies and procedures in place to guide her, which she reviews regularly and shares with parents. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, in order to protect children from harm. She completes regular training to keep her safeguarding knowledge current and up to date. The childminder takes steps to help ensure that her home and garden are safe. She carries out regular risk assessments and this helps to ensure children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen partnership working with other settings that children attend to help support continuity in meeting their individual needs.

Setting details

Unique reference number	146879
Local authority	Essex
Inspection number	10234242
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	4 to 9
Total number of places	12
Number of children on roll	9
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 1997 and lives in Loughton. She operates all year round, from 7am to 9am and 3pm to 6pm, Monday to Thursday, except for bank holidays and family holidays agreed in advance.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first 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 inspector and the childminder discussed how the play environment is organised and how the childminder takes into account children's views.
- The inspector observed the interactions between the childminder and children and assessed the impact these have on children's well-being and sense of belonging.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder to look at relevant documentation and review evidence of the suitability of the childminder and household members.

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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