

Childminder report

Inspection date: 17 August 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children thrive in this home-from-home environment where they demonstrate they feel safe and secure. They are relaxed, happy and settle quickly when they arrive. Children have developed strong attachments to the childminder and her assistants, who have high expectations for all children. Adults are kind and caring and give children praise throughout the day. This helps to raise children's self-esteem and develop their sense of security.

Children spend a large amount of their time outside in the fresh air caring for the various animals at the setting. They are inquisitive and eagerly ask the childminder questions about the animals to gain more knowledge, such as why some of the eggs hatch into chicks and some are collected for eating. This helps the children to learn about the world around them. They are confident communicators and are keen to share their knowledge with the inspector. They enthusiastically explain how they know which are the male chickens and demonstrate how to carefully handle the eggs. They recall past events. For example, the children excitedly talk about the pigeon that lives in the tree. They recall when they found its egg on the path and offer suggestions as to how it got there.

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

- The childminder has a clear and ambitious vision for the setting that is shared with her assistants. They strive to deliver high-quality care and education where children learn through first-hand experiences with the world around them.
- The childminder and her assistants know the children in their care very well. They know where they are in their learning and understand what the children need to learn next. They plan activities to support children in achieving the next steps in their learning. This ensures that children make good progress and are ready for their next stage of learning.
- The childminder and her assistants are good role models. They encourage the children to use good manners and be kind to each other. Children are gently reminded of the golden rules of the setting. The reasons behind these rules are explained so that children begin to understand why these rules exist and how they can keep themselves and others safe. As a result, children behave well and respect each other.
- Adult interactions are used to extend children's learning. For example, when a child finds a duck feather, the childminder explains that they are used to stuff duvets because they are soft and warm. She extends this new learning further by encouraging the children to think about how many feathers would be needed to fill a pillow. This encourages children to think critically. Story times are used to introduce children to new vocabulary. The meaning of new words, such as 'autograph', are explained to the children. This helps to broaden children's

growing vocabulary.

- Children's independence is promoted well when they are playing and helping to care for the animals. Children are encouraged to try and climb fences independently and assess risks for themselves in the natural environment. However, on occasions, adults complete self-care tasks for the children that they could easily attempt for themselves, such as pulling up their trousers after using the toilet and serving themselves food at mealtimes. This does not fully develop their independence and self-care skills.
- The organisation of mealtimes does not always benefit the children. The children and assistants are not always aware of the childminder's intentions during these times and are therefore unaware of what is expected of them. This can cause some of the children to become disengaged and over-excited.
- Partnerships with parents are well established. Parents report that they are supported and their children are happy to come to the setting. There is a continual two-way flow of information about the children. Parents are informed about their children's current level of development and how they can support their children's learning at home. This helps to establish a consistent approach to supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand how to keep children safe. They know the procedures to follow if they have a concern about a child's well-being. They are aware of safeguarding issues such as female genital mutilation and county lines. They are aware of the correct procedures to follow regarding an allegation made about an adult. Children are appropriately supervised in both the indoor and outdoor environments to ensure they are safe.

What does the setting need to do to improve?

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

- build on existing practice to enhance children's independence in self-care and routines
- review the organisation of mealtimes so that children are aware of what is expected of them and remain engaged.

Setting details

Unique reference number	149484
Local authority	Essex
Inspection number	10283045
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	0 to 5
Total number of places	9
Number of children on roll	12
Date of previous inspection	27 February 2023

Information about this early years setting

The childminder registered in 1997 and lives in Saffron Walden, Essex. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with up to two assistants. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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