

Childminder report

Inspection date: 9 October 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder makes her home an inviting and welcoming place for children. She creates very strong relationships with the children which helps them to feel very settled and happy. Children are affectionate towards her and each other. The childminder offers a reassuring cuddle when they need one. The childminder organises the resources so that children can independently make choices during their day and guide their own learning. Children use the resources and play well together in imaginary games. They care for their dolls, mimicking their home life as they read bedtime stories. The childminder helps children to try new activities and persist to achieve. They congratulate each other when they succeed and reward each other with hugs. One child picks a flower for another when they successfully climb the climbing frame, presenting it to them to say, 'Well done.'

Children learn to share, skilfully supported by the childminder who supports younger children to take turns. She offers them different resources which quickly placates children wanting the same ones. The childminder creates sociable mealtimes and encourages conversations. The children talk animatedly and laugh a lot, showing their enjoyment. Children love being outdoors and exploring the childminder's well-equipped garden. They have many opportunities to practise their physical skills. Those who need support ask for help and the childminder gently guides them to succeed.

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

- The childminder knows where each child is in their development and what they need to learn next to continue to develop. This helps children to make good progress in their learning. However, the childminder does not consistently support children to develop their self-care skills as, on occasion, she steps in too quickly before they have a try, for example, to blow their own nose.
- The childminder places emphasis on children's language and communication development. She incorporates stories and songs into her daily routine. The childminder talks a lot to children and narrates their play. As a result, children speak very well, articulating and expressing themselves clearly. They have a very good range of vocabulary which the childminder adds to. Children listen and repeat the new words in context, showing their understanding.
- The childminder plans activities that are meaningful to the children. For example, an autumn table includes the acorns, conkers and leaves they collect on their walks. The childminder adds items of interest to spark their curiosity. For example, she adds a range of different containers and water so children can experiment. The children have great fun as they throw acorns into a bowl of water and watch them splash. They skilfully use their fine motor skills to pour the water from one jug to another and enjoy the feel of different textures. The

childminder talks to the children about the acorns and explains where they come from. One child opens the acorn shell and is intrigued to see what is inside, encouraged enthusiastically by the childminder.

- The childminder regularly takes the children out in their local community. The children learn about road safety. They visit local woods, farms and the seaside which adds to their experiences. Children really thrive being part of a small group, but the childminder sees the benefit of taking the children to activity sessions where they become part of a larger group. She sees the positive impact it has on children's social development.
- Mathematics is naturally incorporated into daily life. The childminder asks the children to count and make comparisons using words, such as less and more, which they do with ease. Children recognise different shapes and talk about them in their play.
- Partnerships with parents are effective. Parents comment about the strong relationships they have with the childminder. The childminder keeps them informed about their child's day through daily photos and discussions. The childminder evaluates and reflects on her practice. She keeps her training up to date and explores the range of courses available to further extend her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding and being able to identify when a child may be suffering potential abuse. She is clear about where to report such concerns to and completes documentation of any incidents that occur. The childminder's written policy is clear and contains details about how to make a referral. Posters are displayed with the relevant contact details for agencies clearly noted. The childminder attends training which has developed her knowledge of safeguarding issues, including radicalisation and county lines. This helps her to remain vigilant.

What does the setting need to do to improve?

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

- support children to further develop their independence and self-care skills.

Setting details

Unique reference number	202385
Local authority	Essex
Inspection number	10301013
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	2 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 1993 and lives in Brightlingsea, Essex. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Holt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- 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 provider and the inspector carried out a joint observation together.
- The inspector spoke to children during the inspection.
- Parent's views were shared through written testimonials.

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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