

Childminder report

Inspection date: 28 January 2020

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

The provision is good

The childminder is passionate about using the outdoors and community resources to extend children's experiences. Children also enjoy spending time at local groups. They visit the local library and develop their understanding of the world and living things. For example, they are given the opportunity to experience the seasons in all weathers and take a keen interest in wildlife. They are observant and attentively listen, showing great excitement when they see animals and birds.

Children are very happy and feel safe. They build strong relationships with each other and the childminder, who they lovingly refer to as 'Grandma'. Children are kind, caring and considerate to one another. They instinctively comfort others when they are upset, with no prompt from the childminder.

Children are fully engaged in their chosen activities. They particularly enjoy playing with dolls and practising their care skills. For example, children wrap dolls in blankets and hold them to go to sleep. They talk to each other as they play, using appropriate language to develop their ideas further.

Children's behaviour is good and is consistently reinforced through positive praise. They understand the high expectations of the childminder. She encourages the children to be inquisitive and develop new skills. For example, children have a go at using chopsticks to pick up fruit.

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

- Children are supported to be independent. If they are thirsty, they are encouraged to get a cup from the cupboard and pour themselves a drink using the jug provided. Children automatically wash their hands when they come in from a walk and learn to dress themselves. The childminder consistently reminds them to put their hands in front of their mouth when they cough and explains about the spread of germs. This helps children to develop healthy habits.
- Children's physical skills are enhanced through daily walks and spending time in nature. They demonstrate good finer movement skills as they enjoy foraging. They learn how to use tools such as a magnifying glass and binoculars.
- Maths is incorporated effectively into daily activities. For example, the childminder prompts children to count sticks and models mathematical language when commenting about the size of birds.
- Children are given the opportunity to socialise with others at local groups. The childminder skilfully uses books to inspire children to talk about their emotions and begin to recognise if someone is happy or sad.
- Children demonstrate very good communication skills. Some children's spoken language is better than expected for their age. They understand how to take

turns in conversations and listen carefully to one another. The childminder uses several teaching methods to enhance children's speaking skills, for example repeating words so that children can hear the correct pronunciation and new vocabulary.

- Books are a favourite activity. Children have the opportunity to choose a book when they visit the library. They show great excitement when listening to stories and are keen to know what happens next. Children take books home to enjoy with their parents, which helps to deepen their enjoyment of reading even further.
- Relationships with parents are particularly strong. The childminder keeps parents fully informed of their child's learning using daily photos and discussions. Furthermore, their 'learning journeys' are regularly shared and parents' views are included in assessments. The childminder builds long lasting friendships with children and their families. Parents comment extremely highly of the care offered by the childminder.
- Children are offered a wide range of experiences covering all areas of learning. However, on occasion, activities and resources are not fully extended to enhance children's deeper levels of engagement. The childminder is careful not to interrupt children's play to ensure they can continue to build on their own ideas and interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very proactive in researching topics that relate to child protection. She develops her knowledge of safeguarding issues in her local area in order to keep children safe. The childminder recognises the signs of abuse and identifies when a child may be at risk of exposure of extreme views or behaviours. She has the contact details of the relevant child protection agencies, should she need to report a concern about a child. The childminder continues to update her training in safeguarding children to further enhance her knowledge.

What does the setting need to do to improve?

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

- ensure activities and resources are adapted and fully extended to enhance children's engagement and skills to even higher levels.

Setting details

Unique reference number	202500
Local authority	Essex
Inspection number	10127062
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 February 2015

Information about this early years setting

The childminder registered in 1996 and lives in Clacton, Essex. She operates all year round, from 7.45am to 5.30pm Wednesday to Friday and on alternate Mondays and Tuesdays, 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

Emily Holt

Inspection activities

- A tour was completed with the childminder to review the quality of children's experiences and the impact on their learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents expressed in discussions and written testimonials.
- The inspector looked at relevant documentation, including evidence of training and the suitability of 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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