

Childminder report

Inspection date: 2 March 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

Effective settling-in procedures help children to form strong relationships with both the childminder and other children. Parents comment that the childminder is 'more than a childminder'. Older children nurture the younger children. For example, they give younger children a cuddle and take them by the hand to gently guide them. All children, including the youngest children, are very familiar with daily routines. They follow these without hesitation. For example, at mealtimes, children independently get a stool to sit at the table and dispose of their rubbish in the bin.

Children are exceptionally happy and enjoy playing with each other. Resources appeal to all children and are stored carefully to help them to make choices. All children are willing to try new tasks. They demonstrate the ability to persist and know to ask for help should they need it. For example, they confidently seek support when learning how to pull up the zip on their coat.

The childminder sets high expectations, which helps to ensure children's behaviour is consistently good. Children are kind and polite. They develop the skills to negotiate and can reason with one another to share resources. Children are very busy and engaged. They express great imagination when the living room is turned into a home for 'man-eating dinosaurs'.

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

- Activities are interesting and thought provoking. Children show their excitement when they successfully dig at the ice to remove the frozen animals. The childminder provides resources which help children to explore and investigate, and which help to maintain their concentration and interest. Children learn to use tools such as pipettes, and experiment with spraying water on ice. They watch in awe when they add food colouring to ice and see the changes occur.
- The childminder is highly skilled at knowing when to observe and when to intervene. This helps children to make good progress in their learning. She places significant emphasis on supporting children to be independent. The childminder purposefully takes a step back to allow children to develop their skills and become competent in their self-care. Children dress themselves, appreciate the need to wear a coat outside and understand the importance of handwashing.
- Children have good opportunities to explore their local community. For example, they go on regular trips to the beach, attend toddler groups and visit the library. They practise their writing skills. For example, the childminder prompts them to write shopping lists to take to the shop to help them to buy ingredients for baking.
- The childminder introduces numbers in daily activities. For example, she makes

effective use of a daily calendar, and prompts children to find a wooden coin to match the date. Children are encouraged to recognise the numbers they can see around them in the community and often point out numbers on houses. They frequently use mathematical language, such as 'big' and 'small', and talk about different lengths when measuring objects.

- The childminder is very clear about children's next steps in learning and ensures that resources and activities are provided to suit all children in her care. This helps all children to make very good progress in their development.
- Great emphasis is placed on children's well-being. In the main, children are provided with healthy snacks to support their good health. However, they are not always fully encouraged to learn how to form lifelong healthy habits, such as when they are choosing whether to have a drink of water or fruit squash. Outdoor provision is exceptionally well resourced. This helps children to practise their physical skills and offers many opportunities for them to be creative.
- Partnership working with parents is greatly effective. Parents speak very highly of the childminder. She communicates through daily discussions and adds photographs and comments to an online assessment tool.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her knowledge of safeguarding. For example, she completes online training regarding safeguarding and wider child protection issues. This helps to ensure she knows how to keep children safe and can act promptly should she have a concern about a child's welfare. The childminder takes steps to ensure that children are not exposed to unsafe online material. Children are fully supervised at all times and the childminder is mindful to ensure that they are not left alone with people who have not completed the required suitability checks.

What does the setting need to do to improve?

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

- encourage children to learn more about the importance of making healthy choices in their diet.

Setting details

Unique reference number	202685
Local authority	Essex
Inspection number	10127065
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 October 2014

Information about this early years setting

The childminder registered in 1999 and lives in Clacton. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

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 these have on their learning.
- The inspector and the childminder completed a joint evaluation of an activity.
- The inspector spoke to children at appropriate times during the inspection. They also took account of the views of parents expressed in written testimonials.
- The inspector looked at relevant documentation, including evidence of the childminder's training and suitability.

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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