

Childminder report

Inspection date: 11 January 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 enjoy spending time in this warm and homely setting. The childminder provides a caring and nurturing environment, building strong emotional bonds with the children. Children readily make their wishes known to the childminder. They are confident to seek her out when they need support. She is responsive to their needs, such as when they need a drink or a reassuring cuddle. There are high expectations for every child to make the best possible progress.

Children are kind and respectful to each other. They share resources and take turns without difficulty. Children are keen to share their experiences with their friends. For example, they call for their friends to come and see the spider webs they find inside logs.

Children enjoy a wide range of outings, including trips to the local park, library and forest. This helps them to learn about the world around them. Children are taught how to keep themselves safe during these outings. They demonstrate a good awareness of road safety and are aware of what plants to avoid touching in the forest.

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

- The childminder has worked hard to address the weaknesses found at the last inspection. She has undertaken training and welcomed support and guidance from the local early years team to improve her skills and knowledge. The childminder is reflective and has a clear vision for the future of the setting.
- The childminder is clear about what she wants children to achieve and learn in her care. She provides enticing, open-ended activities for the children. The childminder encourages the children to make choices and develop their own play. She joins in this play, and her interactions promote children's next steps and takes their learning to the next stage. The childminder is responsive to children's interests and follows their lead. She is aware that learning can happen anywhere and at any time. She uses every opportunity to help children develop their knowledge and skills.
- Children have good opportunities to develop their independence. For example, they find their own shoes and put them on themselves when they go for a walk. At snack time, the children proudly peel their own fruit. Children help to tidy up the resources and place them back where they belong when they have finished using them.
- The childminder engages children in thoughtful conversations and models a wide range of vocabulary as she joins in children's play. She talks to the children about the footprints they find in the forest and discuss what animals have made them. The children are keen to join in at story time. They discuss the content of

the book and answer questions that encourage their thinking skills. This supports children's communication and language skills.

- The childminder has high expectations for children's behaviour. The children know what is expected of them and are aware of the rules of the setting. The childminder and her assistant are good role models. They use gentle reminders and praise to reinforce good behaviours.
- Partnerships with parents are positive. Parents speak highly of the childminder and the care and learning she provides. The childminder shares information with parents about children's development and progress. She suggests ways in which they can support their children's development at home. However, effective systems are not yet in place to ensure that information is shared between the childminder and the other settings children attend. This has an impact on the continuity of education and care for the children.
- The childminder is aware of her responsibility to mentor and support her assistant. She has provided appropriate coaching and supervision to help her further develop her skills. The childminder and her assistant both recognise the importance of continuous professional development. They both attend regular training and undertake research to further their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their roles and responsibilities to keep children safe. They know the procedures to follow if they have a concern about a child's well-being. They both ensure they complete regular safeguarding training to keep their knowledge up to date. They are aware of wider safeguarding issues such as female genital mutilation and county lines. The childminder is aware of her responsibility regarding the suitability of assistants. Children are well 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:

- discuss and share information about children's development and next stage of learning with other settings that children attend, to strengthen the consistency in the support children receive.

Setting details

Unique reference number	2554286
Local authority	Essex
Inspection number	10250231
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 July 2022

Information about this early years setting

The childminder registered in 2019. She lives in Theydon Bois, Essex. She operates all year around, except for bank and family holidays, from 7.30am to 6pm, Monday to Friday. The childminder works with an assistant. She provides funded early years education for three-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- This was the first routine 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.

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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