

Childminder report

Inspection date: 25 October 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children look forward to attending this inviting setting. They come in happily each day and settle quickly. Children form close bonds with the warm and encouraging childminder. They feel secure, knowing that they are safe and able to make their own choices for play.

Children's behaviour is good. The childminder acts as a role model for sharing, turn taking and respecting others. He encourages children to play together. This supports children with their emotional responses. For example, when a child spoils or interrupts another child's play. The childminder recognises the importance of children learning these vital skills and behavioural boundaries. He talks through feelings and emotions with children to enable them to learn how to self-regulate their behaviour.

The childminder provides many opportunities for children to develop confidence at the setting. Children take a lead in their play and access activities and resources of their choice. The childminder plays alongside children. He makes them laugh with character voices and encourages them to express their interests and preferences.

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

- The childminder embeds mathematics into the curriculum and finds opportunities to add mathematics into each activity. He talks about the shape and size of the blocks when children are building towers. The childminder challenges children to build two towers the same size or one bigger than the other. This helps children to understand mathematical concepts and they learn about problem-solving and comparisons.
- The childminder supports an early love of reading. He reads stories and sings songs to children each day. The childminder encourages children to develop interest and recognition of rhymes and narrative. He reads with enthusiasm, and children listen in awe and wonder from an early age. Older children want to help turn the pages and see what happens next.
- The childminder supports caring and respect for animals. He teaches children how to be kind to his pet cats and dog. Children copy how the childminder strokes and cuddles them. As a result, they are gentle with the animals, as they play alongside them. This promotes a deep understanding of how to look after and respect animals from a young age. Children also learn about what animals need to be happy and healthy.
- The childminder plans meaningful activities for children. He gets to know children and families well. As a result, the childminder is able to create activities based on children's interests. He uses key guidance to support his understanding of child development and set targets for children. He creates new targets when

children achieve them, and this supports their development and progress.

However, the childminder is not yet fully confident in his own knowledge and skills, and this limits his ability to track children's progress securely.

- Children enjoy going out for walks into the local community. The childminder takes them to visit the park and library. He teaches children about the wildlife, vehicles and buildings they see on their journey. This helps children to build a good awareness of their environment and they learn to respect nature. The childminder promotes children's developing language as they learn new words and phrases.
- The childminder builds strong partnerships with parents. He works hard to develop a rapport with all families. Parents praise him for his flexibility and the support he provides to help children to settle. Parents say they are pleased with how quickly children's communication and social skills have developed. Parents appreciate the information they receive daily about their children's development and progress.
- The childminder sets appropriate boundaries for children's behaviour, and they behave well. However, he does not maintain consistent routines for young children's care needs, such as sleeping and eating. This results in children becoming restless and unsettled and leads to missed learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. He knows how to identify the signs and symptoms of abuse. He has clear understanding of wider safeguarding concerns, such as the risk to children and families of radicalisation and extremism. The childminder has undertaken safeguarding training and is confident in the processes of recording and reporting information outside of his setting. He has clear fire-evacuation procedures and understands how to record and report accidents.

What does the setting need to do to improve?

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

- implement a personal development plan to raise confidence and skills and take the quality of the provision to the highest level
- embed consistent care routines, such as sleep and mealtimes, to help children understand and feel secure in what is happening next.

Setting details

Unique reference number	2579254
Local authority	Essex
Inspection number	10250963
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Chelmsford, Essex. He operates all year round, from 7am to 9pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. He works alongside his wife, who is also a registered childminder. He offers occasional overnight and weekend care for children. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

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 setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what he wants children to learn.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact this has on children's learning.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and relevant training certificates.

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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