

Childminder report

Inspection date: 21 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 are confident. They welcome visitors into the childminder's home and are proud to show their playthings and drawings. Children excitedly share their books and tell the stories. They are good communicators. Children learn how to listen and take turns when talking about feelings. They readily demonstrate their understanding, describing how each emotion makes them feel and how different behaviours have an impact on themselves and their friends.

Children are helpful and complete tasks without prompting. For example, they tidy up after they complete each activity. Children know the routine and what they will be doing next. They roll out the carpet for singing time and take turns choosing a song. Children learn how things grow and how to take care of wildlife. They take care of the vegetables and herbs in the garden and fill up the bird feeders. This gives them a sense of belonging and supports their well-being. Children follow good hygiene routines, such as washing their hands before snack and after playing outside in the garden.

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

- Children listen intently when playing with musical instruments. They copy the rhythm as the childminder plays a tune. Children show enthusiasm and excitement when they take part and are proud of their achievements.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the woods and local parks. Children learn about nature and the world around them. They visit the library and choose their own books. This encourages children's interest in stories and builds their skills for future learning.
- Children have a wide range of activities to choose from. For example, they enjoy pushing their hands through a tray of rice, letting it trickle through their fingers, and describing the sound it makes as 'rain'. Children enjoy playing in the garden where they have access to a trampoline, drawing on the ground with chalks, and playing football. However, there are occasions when the childminder directs children's play, and this limits their creativity and imagination.
- The childminder regularly reflects on her provision, recognising how she can improve her practice. She completes regular training to keep up to date with changes to legislation. The childminder sends surveys to parents to obtain their feedback and implements any necessary changes.
- The childminder makes the most of every opportunity to build on children's learning. For instance, to support their interest in Halloween, she provides a range of natural resources and a structure in the shape of a spider's web. Children use tweezers to pick up objects from the sticky web to fill their cauldrons. This supports their developing hand control in preparation for early

writing. The childminder introduces mathematics into their play as they count the number of objects they retrieve.

- Parents are happy with the care the childminder provides, and find her to be kind and compassionate. They receive regular updates about their children's learning and what they have done during the day. The childminder supports parents to enable them to continue to build on their children's learning at home.
- The childminder places great importance on operating an inclusive setting. She knows each child's family background and adapts activities so that all children can feel involved. Children recognise that the childminder values them. They enjoy opportunities to learn about different cultures. Children talk about Black History Month and influential people. For example, they listen and ask questions as the childminder reads about Ella Fitzgerald. This builds on children's understanding that everyone is different.
- The childminder supports children's physical development. They take part in yoga sessions where they learn to regulate their breathing, stretch and balance, and build their core strength.
- The childminder promotes healthy eating. She works with parents to provide children with a balanced and nutritious diet. Children are learning which foods are good for them and which are not. The childminder has a good understanding of children's allergies and preferences, and this helps to promote their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues, such as the risk of exposure to extreme views and behaviour. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

What does the setting need to do to improve?

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

- provide more opportunities for children to use their imagination and express their creativity.

Setting details

Unique reference number	2583782
Local authority	Essex
Inspection number	10249112
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wickford, Essex. She operates from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Hilda Miller

Inspection activities

- This was the first routine inspection the childminder has 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 inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The views of parents were gathered by the inspector. She took their opinions into consideration.
- The inspector viewed a range of the childminder's documentation, including registers and suitability documents for the 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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