

Childminder report

Inspection date: 5 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive with a big smile and settle very quickly. They are at the heart of this unique setting. The childminder creates a fun and stimulating environment that sparks children's curiosity. She provides opportunities for the children to choose what they would like to explore and access, and they become deeply engrossed in meaningful activities. For example, children have an amazing time exploring a tray filled with water beads, leaves and toy frogs. They enjoy the texture and feel of the beads while the childminder encourages them to engage in pretend play with the small toy animals. This helps build on children's understanding of the world and imaginative skills.

The childminder is very nurturing and supportive. She has high expectations of children, and they rise to the challenge incredibly well. They follow the setting's routines and boundaries very well. For example, as soon as they arrive, they remove their shoes and place them in a special basket to support their independence. Children behave well and show high levels of respect towards the childminder and their peers. They form strong relationships with the childminder who, in turn, responds to their needs with kindness and patience. The childminder values children's achievements. She offers praise and affirmation, and this helps build on children's confidence, self-esteem and emotional resilience.

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

- The childminder offers an inclusive practice. She takes into consideration children's abilities, needs and interests when planning a wide range of stimulating activities. Children with special educational needs and/ or disabilities are well supported by the knowledgeable childminder. As a result, they make good progress in their learning.
- The childminder is an excellent role model for the children. She models language well and demonstrates activities effectively. For example, children follow instructions to fill their jugs with water to pour through the pipes on the water wall. Children concentrate well and persevere when challenges occur. The childminder prompts the children to talk about what they are doing while noticing the cause and effect. This further develops children's critical thinking and problem-solving skills.
- Children develop a passion for literature from a very young age. Their natural curiosity is fostered through reading books with the childminder or independently. Children become thoroughly immersed in the narratives of their favourite story about a dinosaur. The childminder encourages them to talk about what the characters are doing and to complete the missing words. This supports children's literacy and early reading skills.
- Children have meaningful opportunities to stay healthy and active. In the

garden, they explore the slides with great confidence to build on their gross motor skills, balance and coordination. Furthermore, the childminder supports children to enhance their fine motor skills and creativity. They engage in a painting activity where they use sticks to make marks on the paper. Older children make recognisable shapes to extend their mathematical skills. Younger children concentrate well to make lines on the paper.

- The childminder has a good knowledge and understanding of children's development. She completes regular observations and assessments to track children's progress. The childminder also completes next steps in children's learning that she shares with the parents. However, at times, the childminder does not consider how to consolidate and extend the activities to ensure that all children benefit from challenging learning opportunities.
- The childminder has a very clear vision for her setting. She is very reflective and is determined to deliver high-quality care and education. The childminder finds inspiration in the collaboration with co-childminders and in extensive research. She completes regular and relevant training to keep her knowledge current.
- Partnerships with parents are effective. They comment on the home-from-home feel of this setting and value all the fun and inspirational activities. Parents feel involved in their children's learning and appreciate the progress they make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and adapt the planning and teaching to ensure that all children benefit from extensive learning opportunities.

Setting details

Unique reference number	2646130
Local authority	Essex
Inspection number	10260220
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	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates from another childminder's home in Basildon, Essex. The childminder operates during school holidays only, from 7am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Anca Sandu

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 provision.
- The childminder showed the inspector around the provision. The childminder discussed how the curriculum is organised and what she wants children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Parents provided written feedback and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held discussions with the childminder throughout the inspection. She looked at relevant documentation and reviewed evidence of her suitability to work with children.

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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