

Childminder report

Inspection date: 25 October 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

The childminder provides a warm and welcoming environment for children. They are relaxed, happy and outgoing. She knows the children well and plans the learning experiences around the things they enjoy. This ignites their interest and promotes a positive attitude to learning. Children show they feel very comfortable in her company. Children move around the setting confidently. They know where resources are and the routines of the day. Children learn about number, simple addition and subtraction as they sing number rhymes. Children develop their small-hand muscles in preparation for handwriting. For example, they manipulate dough with their hands and use paints and glue sticks.

Children behave well and the childminder teaches them to be kind to one another during play. They learn to take turns and share resources. Children learn to say please and thank you and happily follow the childminder's instructions. They understand her expectations and follow boundaries well. Children show good levels of independence. They know their routines and help to tidy up resources when requested. Children learn about personal hygiene. For example, they regularly wash their hands, enjoy healthy meals and readily engage in discussions about the importance of eating nutritious food.

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

- The childminder works well with her co-childminders. Together, they regularly evaluate their setting and professional development. The childminder seeks out training to help her keep up to date with any relevant changes and to help with new ideas to keep children motivated to learn and engage.
- Overall, the childminder plans a full and varied curriculum. She understands how to promote progress and supports children's development. However, learning intentions during adult-led activities are not always highly focused on what children need to learn next. As a result, children are not always exposed to learning that is precisely matched to their needs.
- Parents appreciate the regular photos and daily verbal feedback that they receive from the childminder about their child's day. The childminder sends parents regular updates about the children's progress. She shares her aims for children's future learning with parents. This promotes good parent partnership and ongoing support for children's development.
- The childminder encourages children to develop their communication and language skills. For example, she supports children in developing new vocabulary by modelling new language as they play. Children enjoy singing nursery rhymes and songs, and they share stories and read books daily.
- As children play, they engage in mathematics. For example, they notice and make patterns as they build with blocks. Children are encouraged to count, and

they explore and understand size, quantity and positional language. They acquire a good range of key skills in preparation for the next stages of development and their eventual move on to school.

- Children have lots of opportunities to develop their physical skills. For example, they learn how to pedal ride-on toys and use the equipment in the garden. This helps to promote their large motor skills. The childminder also provides varied craft and mark-making activities that help to encourage children's fine motor skills. For example, they make collage pictures using glue sticks and leaves collected from the garden.
- The childminder sensitively supports children's growing independence. She encourages them to manage their own personal care, such as feeding themselves, washing their hands and using the toilet. This has a positive impact on children's self-esteem.
- The childminder carries out risk assessments effectively to help ensure any risks to children are removed or minimised to maintain their safety.
- The childminder manages children's behaviour well. She uses lots of praise and positive reinforcement to teach children about positive behaviours such as sharing with peers and helping at tidy-up time. When children need support with their behaviour, the childminder talks to them in a kind and gentle manner. As a result, children feel safe and secure in the environment.

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:

- focus more precisely on children's next steps in learning, particularly when planning adult-led activities.

Setting details

Unique reference number	2757929
Local authority	Essex
Inspection number	10349539
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works from her co-childminder's house in Rochford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two other childminders and assistants.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The childminder explained her intentions for the children's development and how she plans and implements her education programme.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and co-childminders during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons working as assistants.

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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