

Childminder report

Inspection date: 3 June 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and relaxed in the care of the nurturing childminder. As their friends arrive, they jump up and down with delight and eagerly invite them to join in with their play. The childminder is sensitive to individual children's emotional needs. She offers suitable quiet experiences when they become tired. Children regularly demonstrate their affection for her as they give her spontaneous cuddles, which she reciprocates. This helps children feel safe and secure and strengthens the strong bond between them and the childminder.

The childminder is a positive role model. She consistently uses good manners when speaking with children. This motivates children to do the same and prompt their friends to say please and thank you on the occasions when they forget. The childminder offers a curriculum that considers what children already know and builds on this knowledge. She adapts her teaching to meet the individual learning needs of children. Older children have an awareness of early phonic sounds through engaging songs and younger children learn the correct pronunciation of words. The childminder values children's inquisitiveness about the solar system. Together they use the internet to find out which planet is the biggest. Children are independent. They confidently manage their own outer clothing and follow a good hygiene routine. Children show a strong love of books because the childminder reads them their favourite stories with enthusiasm.

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

- The childminder knows the children she cares for well. She plans an inviting curriculum with evolving themes that have a clear focus on what children need to learn next. Full consideration is given to their different learning styles and interests. This helps children to make good progress in their learning.
- The experienced childminder continues to build on her knowledge and skills and has a positive attitude to her professional development. Recent training has enhanced her understanding of promoting children's rhymes and songs using different methods. This has a positive impact on motivating children to join in to support their communication and language skills. She regularly meets with a network of local childminders, where she shares her new knowledge and gains new ideas.
- Overall, the childminder interacts well with children, which helps them to extend their play. She uses children's interest in shapes to demonstrate how to create patterns in the sand. This motivates children to experiment, and they begin to make their own patterns using plastic shapes. However, the childminder does not always support children to find solutions to problems themselves. For example, she is quick to fill up their buckets with sand and create a sandcastle for them. This does not support children to develop their critical thinking skills.

- Children benefit from many opportunities to be physically active in the fresh air. Regular outings in the community and to local parks enable children to use large play equipment to develop their muscle strength. The childminder positively responds to children's discussions about recent experiences, such as feeding the 'delicious' carrots to the horses. However, the childminder does not consistently offer children healthy nutritious snacks and meals to build on their understanding of healthy food choices.
- Children's behaviour is good and appropriate to their stage of development. The childminder consistently manages children's minor disagreements calmly. She provides children with clear expectations of the boundaries in place. The childminder introduces children to the language of feelings, helping them to understand how they and others feel when they do not share toys. This encourages children to take turns and results in children showing respect towards each other.
- Children benefit from a range of experiences that support them to learn about the wider world. The childminder takes children on the bus to the local town, and visits garden centres and farms. Children talk excitedly about feeding milk to lambs from a bottle, and how the goats jumped around them.
- The childminder has established positive partnerships with parents. They appreciate the regular updates about their child's care and progress throughout the day, to include photographs and videos of their achievements via a secure app. Parents value how the childminder always prioritises children's safety and welfare. They regard the childminder as an extension of their family.

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:

- enhance opportunities for children to find solutions to problems that arise during their play
- offer children a better range of healthy food choices.

Setting details

Unique reference number	404173
Local authority	Essex
Inspection number	10344342
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in Harlow. She operates from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to children and held a number of discussions with the childminder at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint evaluation of an activity with the childminder, and they discussed their findings.
- The inspector took account of the views of parents spoken to on the day and their written feedback.

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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