

Childminder report

Inspection date: 22 July 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

The childminder provides a welcoming and homely environment for children. Her warm and enthusiastic approach helps children to settle and feel safe and secure in her care. The childminder plans a purposeful and challenging curriculum. She creates an environment that considers the interests and needs of the children attending each day. Children benefit from a good range of age-appropriate and meaningful activities and resources. This helps children to sustain good levels of engagement and to develop positive attitudes to learning.

The childminder helps children understand the behaviour expectations. Children learn about the importance of sharing and taking turns. She reinforces children's understanding through their daily experiences. For example, she explains, 'my turn, now your turn' as she plays games with children. Children show respect as they listen and willingly respond to her requests. Children develop close relationships with the childminder and are comforted by her affection.

Children have free access to the childminder's garden and have plenty of opportunities to be physically active. For example, they climb up the stairs to the wooden playhouse and come down the other side using the slide. Children can also sit and relax in the garden and enjoy looking at books on the outside sofa.

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

- The experienced childminder knows the children she cares for well. She gathers a good range of information from parents about their children to help her meet their needs from the start. She uses assessment effectively to build on what children already know and can do and to help them achieve the next steps in their development. As a result, children make good progress.
- The childminder places a strong focus on supporting children's communication and language skills. She engages children in conversations consistently. She encourages children to talk about their experiences and gives them plenty of time to think about what they want to say. She introduces new words to widen children's vocabulary and provides explanations to help their understanding. Children remain highly engaged as the childminder reads a variety of books to them, encouraging them to recall what happens next in familiar stories.
- The childminder provides good support for early mathematics. She skilfully weaves counting into everyday activities, such as encouraging children to count how many pieces of apple they have for snack. Children learn to identify a broad variety of shape names and to count the number of objects in a group. The childminder challenges children further as they count the total number of objects by asking them the number if they add one more. This helps children to gain a good understanding of mathematics to prepare them for the next stage of their

education.

- Children are independent. They confidently complete age-appropriate tasks, such as taking their plates and cups back to the childminder's kitchen when they have finished eating. They routinely put on their own shoes before going outside into the garden. Children learn to manage their personal care needs. For example, they use the toilet independently and wash their hands afterwards. These skills help prepare them well for their next stage of learning, including school.
- Children are gaining an awareness of the habits that contribute to a healthy lifestyle. For example, they discuss the benefits of healthy foods and talk about their favourite fruits and vegetables. The childminder supports children to develop good personal hygiene habits. For example, children wash their hands with soap before eating. Children learn about how to keep their teeth healthy through discussions and stories.
- The childminder ensures that all mandatory training remains up to date. For example, she has completed safeguarding and paediatric first-aid training. However, the childminder does not focus her professional development to consistently develop her knowledge and skills to raise the quality of teaching even higher.
- The childminder forms positive relationships with parents. Parents comment that their children are happy, flourish and grow in confidence in the childminder's care. The childminder shares daily information with parents regarding their children's experiences and provides parents with support, where required. However, the childminder does not consistently provide parents with sufficient information to help them support and extend children's learning at home.

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:

- engage with focused professional development to consistently develop knowledge and skills to raise the quality of teaching even higher
- extend the information shared with parents to help them support and extend their children's learning at home.

Setting details

Unique reference number	560115
Local authority	Essex
Inspection number	10344315
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	31 August 2018

Information about this early years setting

The childminder registered in 1994 and lives in Harwich, Essex. She operates all year round, from 7am to 5.30pm from Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed written feedback from parents and took their views into consideration.
- The childminder provided the inspector with a sample of key documentation on request.

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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