

Childminder report

Inspection date: 14 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in the childminder's home. They are confident and curious. Children explore a wide range of activities that support all aspects of learning and development. They are well prepared with the skills they will need as they move on to the next stage of their education. Children count confidently and use mathematical language to describe size and length, such as how tall people are.

The childminder communicates effectively with the children. They have positive relationships with each other. Children engage in everyday conversations and learn new vocabulary. Books and stories are part of the curriculum. Children are keen to listen to stories, joining in and asking questions. The childminder extends conversations. Children draw on their own experiences and start to make links in their learning.

Children access a wide variety of outings and opportunities to learn about the world around them. They enjoy walks to feed the ducks and trips to the beach to collect shells. Learning is extended creatively as children paint them with patterns when they get home. The childminder supports the children to engage in physical play, where they practise their gross motor skills in the fresh air. Children are adventurous and inquisitive.

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

- The childminder provides an inclusive and supportive environment. The activities provided are adapted appropriately to meet the individual needs of all individual children. She recognises the children's needs and supports them to make progress through the early years foundation stage. The childminder encourages children to be independent such as helping with snack and managing their own self-care needs. However, on some occasions, the childminder does not make the best use of opportunities to encourage children to wash their hands and wipe their noses independently.
- The curriculum provides a balance of play and adult-led opportunities. Children are keen to explore, play and learn. They challenge themselves with sharing out objects and problem-solving. Children's mathematical and early literacy skills are well supported. Children are encouraged to explore mark making and are attempting to write some letters. They enjoy colouring activities and show good levels of concentration. The children attend a weekly puppet 'phonics' group, where further support is given in preparation for early literacy skills.
- Children enjoy being creative as they decorate a Christmas tree picture. They point out that the tree has 'batteries for the lights'. Children make choices and can implement their own ideas. The childminder provides a range of tools and

materials, so children can experiment. Children pay good attention to detail and talk about shape. They use a narrative in their play to share what they are doing. Children use manners and show respect. They listen and follow instructions. Overall, children's behaviour is good.

- The childminder keeps up to date with changes in the sector and requirements to be registered. She encourages her assistant to complete training, and her professional development is supported well. The childminder works with other professionals to help to ensure she has the correct procedures in place. She uses reflective skills and recognises the importance of this within her practice. The childminder is creative when planning trips out, recognising that all children do not have the same opportunities and experiences.
- Parent partnerships are secure. The childminder ensures she communicates with parents regularly, keeping them updated on their children's progress. Parents say the childminder is caring and provides exciting adventures that their children enjoy. Children benefit from the childminder's close working relationships with their parents and local schools. Parents feel happy and confident that their children are safe in the childminder's care. The childminder is caring, friendly and nurturing. These attributes are evident in her interactions and relationships with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to keep children safe. She knows the potential signs and behaviours of children that are at risk of harm. The childminder has completed safeguarding training and keeps up to date with changes. She knows how to report concerns to the local authority. Children are kept safe from potential harm. The childminder's assistant has completed relevant training in child protection. The childminder knows how to act on potential emergency situations. She carries out daily risk assessments and has fire procedures in place.

What does the setting need to do to improve?

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

- support children to be even more independent with self-care, allowing them further opportunities to practise and master skills independently.

Setting details

Unique reference number	560173
Local authority	Essex
Inspection number	10234593
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	4 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 1991 and lives in Chelmsford. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of their premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents from written feedback provided.

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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