

Childminder report

Inspection date: 4 November 2019

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 arrive happily at the childminder's house and are keen to engage in play and learning from the outset. The childminder is aware of their interests and makes sure children can easily access their favourite toys. For example, children complete puzzles showing pictures of vehicles. They then move on to setting out a car mat, garage and cars. The childminder shows the children how to use friction cars and they play games to see which one goes the furthest. This is an effective way to introduce children to distance and measurement.

The childminder helps children to understand how to keep themselves safe. For example, she explains how they need to tidy toys away so that the floor does not become cluttered. The childminder has effective procedures in place for walks in the local community. Children know where they cross the road and can explain to their parents where they need to stand to wait for the bus.

The childminder gains good information from parents on children's early experiences. She also finds out what skills they already have when they start to attend her setting. This enables the childminder to quickly identify what children need to learn next. She tailors her teaching to each child's needs effectively, ensuring they are engaged and challenged in their ongoing learning.

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

- The childminder teaches children well through her interactions with them. For example, she introduces children to numbers and counting as they line up toy cars. At other times, she helps children to understand volume as they fill and empty bottles using rice.
- Children are very inquisitive and continually want to know why and how things work or happen. The childminder helps children learn how to problem-solve. For example, when they are pouring rice into a funnel, she gives them time to work out how to unblock the spout.
- The childminder takes children to different places in the community, such as toddler groups. She helps them to learn about the differences in people who live around them. For example, they share in Diwali celebrations that are taking place.
- Parents speak highly positively about the childminder. They state that she provides a homely environment where children feel comfortable. Parents say that the childminder offers children continuous, stable care over many years.
- Children are developing good independence skills. They are keen to do things by themselves, such as using the bathroom. Children know where to find a brush and dustpan and readily sweep the floor when they have spilt rice.
- The childminder uses her assessments of children's learning to identify any

emerging gaps in their development. For example, she notices when children have problems with pronouncing sounds in words. To help these gaps to close, the childminder models clearly pronounced words back to children. She also explains to parents how they can support this area of development at home.

- The childminder networks with other childminders. They offer each other peer support as well as practical help. Children benefit from socialising with other children as they undertake activities together.
- Children enjoy spending time outdoors. The childminder's good use of her garden offers them a wide range of opportunities for physical and imaginative play. Children benefit from daily exercise on walks through woodlands and visits to local parks.
- The childminder reflects on certain aspects of her practice. For example, she has started to share information more with parents through discussions and electronic messaging, rather than in writing. The childminder talks about the positive impact this has had on information sharing.
- The childminder undertakes some relevant training and research, for example to help keep her safeguarding knowledge up to date. However, she does not plan robustly for her ongoing professional development, in order to continuously raise her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She understands her responsibility to maintain records and to report any concerns she may have about children's welfare. The childminder has a clear safeguarding policy in place. She holds detailed information of the relevant agencies in her local area. The childminder shares this with parents to help them understand how she safeguards their children.

What does the setting need to do to improve?

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

- engage in professional development opportunities that focus more precisely on further developing teaching skills and knowledge.

Setting details

Unique reference number	590043
Local authority	Essex
Inspection number	10072993
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder registered in 2000 and lives in Braintree, Essex. She operates all year round from 7.15am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and suitability checks.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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