

Childminder report

Inspection date: 7 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are greeted into a welcoming and child-friendly environment by the calm and nurturing childminder. They choose from a wide range of quality toys that are easily accessible so that they can initiate their own play. Children have formed close attachments with the childminder and are very comfortable and happy in her care. They are eager to have a go with the activities on offer and play independently, but they are confident to ask for help when needed. They also engage the childminder in their play, who is skilful in her approach to learning. For example, children relish their time outdoors and have fun developing their physical skills on the trampoline. They invite the childminder to join them and giggle as they bounce together.

Children's behaviour is very good. They understand the expectations of the childminder, feel secure and demonstrate good manners. They listen intently to favourite stories and interact as they identify the colours and the number of potties in the story. Children enjoy sensory play in the garden. They mix sand and water in trays and talk about how it feels. They manage the hosepipe with skill as they fill the water tray, carefully guided by the childminder who positively encourages them to be independent. Children are fascinated when birds land in the garden. They ask lots of questions about pigeons as they observe them closely.

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

- The childminder provides children with good quality of education. She has a secure knowledge of how children learn. The childminder understands the importance of the way in which children learn and has a good understanding of how to support children to make good progress. For example, children who are fascinated with wheels, rotation and vehicles are provided with excellent resources and experiences. Children show sustained levels of concentration when using the road mats and toy cars, and have fun washing the bike and scooter wheels in the garden. They observe cars from the local bridge and enjoy bus and train rides so that they experience different types of transport.
- Children make very good progress with their mathematical development. They enjoy sorting, and persevere as they complete challenging puzzles. They use numbers in their play, sequencing in order, and talk about shape and size. Young children are beginning to develop an understanding of mathematical concepts and use appropriate language such as 'big' and 'full'.
- The childminder respects all children as individuals. Children are confident and feel secure in her care. They make decisions for themselves. Children are given choices as to what they would like to do. They independently select toys and resources that they want to play with and take a lead in their play. The childminder encourages children to develop self-care skills. They are encouraged

to understand their personal needs, such as potty training. Children are supported, feel comfortable and know when they need to use the potty. The childminder has a gentle approach and provides books about potty training to support this developmental stage. Children are thrilled with the praise they receive.

- Partnerships with parents are strong. The childminder keeps parents fully updated about the care their child receives through daily discussions. Parents are provided with daily photos of their children at play, and they treasure the learning journals the childminder keeps for each child. Parents comment that they are reassured their children are receiving 'excellent care from the nurturing and dependable' childminder. They comment that their children participate in a wide variety of activities.
- The childminder is effective in supporting children's speech and language development. She continually engages children in meaningful conversations and introduces new words to extend and challenge their vocabulary. Children are confident speakers and ask lots of questions. However, on occasions when asking children questions, the childminder does not allow them time to think and respond, before giving them the answer.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a sound understanding of how to safeguard children's welfare. She has completed appropriate training to strengthen her understanding of possible signs and behaviours that may cause concern. She is confident and secure in the process to follow should she have a concern regarding any child in her care. The childminder considers it a priority to routinely complete risk assessments. This helps to ensure that children remain safe in the home and on planned outings. Children are taught how to keep themselves safe through well-planned activities and when outdoors. They learn about the importance of road safety and sun protection to keep them safe from harm.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to ensure children are given more time to think, and to respond and problem-solve for themselves.

Setting details

Unique reference number	590095
Local authority	Essex
Inspection number	10127080
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 June 2015

Information about this early years setting

The childminder registered in 2001 and lives in Great Horkesley, Essex. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The childminder provided the inspector with written testimonials from the parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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