

Childminder report

Inspection date: 23 September 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

The childminder has high expectations for each child. She provides children with a home-from-home environment that is warm and welcoming. Children form close bonds and flourish in her care. They feel safe and develop a good sense of belonging. Children eagerly point out photographs of themselves on doors around the house. These help to remind them of activities and outings they have enjoyed.

Children look forward to playing with their friends. They explore and learn through a wide range of stimulating resources and activities. For example, children learn to match colours to different types of fruit and enjoy reading a book with puppets. They also play with a wooden puzzle that relates to their storybook and keeps them thoroughly absorbed in the story. Children make pictures using glue, coloured paper and wool to help extend their learning further.

Children beam delightedly as they take turns to choose hidden toy animals from a bag. They sing animal songs and perform matching actions with great enthusiasm. Children concentrate and join in with familiar phrases for an extended period of time. Young children learn the value of waiting as they share toys. Behaviour is good.

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

- The childminder has established excellent relationships with parents. They say that they are extremely happy with the care their children receive. Parents say that they value the childminder's 'nurturing nature' and the 'kindness' and 'compassion' she shows their children. Parents are delighted with their children's progress. They appreciate the communication they receive. For example, they enjoy receiving photographs of their children having fun. Information in daily journals lets them know exactly what their children have achieved.
- The childminder takes children to weekly groups. Children learn good social skills as they interact with other children and friends at the library and local toddler groups. The childminder takes children on outings that are both adventurous and educational. For instance, children relish going on a nature trail that gives them a deeper understanding of a favourite story.
- The childminder provides children with a wide range of toys and resources indoors and out in the garden. As a consequence, children have good opportunities throughout the day to develop physical skills.
- Children enjoy learning how to count. The childminder introduces them to early mathematical concepts from a very young age. Children identify colours and shapes through play and craft activities. They find it very funny to stick triangular stickers on their noses and decorate the childminder with an assortment of sticky shapes.

- Children feel comfortable and are able to communicate their feelings and emotions. The skilful childminder helps very young children to manage their behaviour. She knows their likes and interests, ably distracting them if needed. Children enjoy a cuddle with the childminder who calmly reassures them. They make their own choices throughout the day.
- The childminder has developed good partnerships with staff at other settings that children attend. Children benefit from the continuity in their learning. It also encourages them to settle when they first start at pre-school and school. The childminder helps children to manage and complete tasks independently. This promotes children's emotional well-being and confidence.
- Young children learn new words while playing with toys that suit their age and ability. On occasion, the childminder does not extend children's early language skills as far as possible, as she does not provide enough time for them to listen and think about their answers to questions posed, before she helps with the answer.
- The childminder is a member of a local childminder group that meets on a regular basis. They share knowledge, ideas and keep up to date with changes to legislation. The childminder attends regular mandatory training. However, her professional development is not sharply focused on developing her teaching skills. She has not fully explored ways to continually strengthen the quality of her teaching as far as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She regularly attends relevant child protection training and discusses updates when networking with other local childminders. The childminder understands the signs and symptoms that may indicate a child is at risk of harm. She knows exactly what procedures to follow in order to report a concern swiftly. The childminder regularly reviews risk assessments to ensure children remain safe and secure while in her care.

What does the setting need to do to improve?

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

- give children more time to think about and respond to questions to help build their early communication and language skills
- research ways to enhance professional development that strengthen knowledge and expertise in teaching.

Setting details

Unique reference number	590120
Local authority	Essex
Inspection number	10062930
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 October 2015

Information about this early years setting

The childminder registered in 1998 and lives in South Woodham Ferrers, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector viewed the areas of the childminder's home that are used by children inside and outside.
- The inspector observed the childminder interacting with children throughout the visit and spoke with children.
- The inspector reviewed relevant records, including suitability checks for all persons living in the childminder's home.
- The inspector took account of parents' views through written references.
- The inspector and the childminder discussed children's learning and progress, and evaluated a learning activity together.

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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