

Childminder report

Inspection date:

13 September 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 form strong attachments with the childminder as she warmly welcomes them into her home. She meets their emotional needs well, which helps them to feel safe, happy and settled in her care. Children demonstrate that they feel confident and happy in her home as they readily explore the toys and resources available to them. The wide range of resources are displayed attractively to encourage children to explore. This helps children to make choices in their play.

Babies are encouraged to join in and have a go with activities, as the childminder plays alongside them. They work together stacking cups on top of each other to make a tower. Babies give the childminder beaming smiles as she plays with them. They become excited as they knock the cups down and eagerly wait for her to build them again. Children spend time with the childminder completing wooden tray puzzles. This helps young children to develop their hand-to-eye coordination.

Children enjoy regular opportunities to play outdoors. They benefit from visiting and learning about places in the local community, such as parks, beaches and farms. Children enjoy building on these experiences in the childminder's home as they explore the small-world animals.

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

- The childminder has a clear understanding of what she wants children to learn and achieve. She uses her knowledge along with children's interests to plan learning experiences. Overall, the childminder provides a broad curriculum to teach children a good range of skills and knowledge over time. Although the intent for children's physical development is clear, the childminder does not always implement this effectively. For example, she places babies at the activities rather than allowing them to practise their emerging walking skills.
- The childminder knows the children well. She uses her knowledge of the children's care routines to meet their needs. For example, she notices when children become tired and settles them down for a nap. This helps children to have the rest their bodies need for them to feel refreshed and ready for learning.
- The childminder sensitively promotes children's good behaviour. She has a calm and gentle manner and provides consistent reminders of what children should do. The childminder uses praise and encouragement to acknowledge children's achievements, helping to boost their self-esteem and confidence. She makes effective use of books to help older children manage their behaviour and emotions. As a result, children's well-being is supported well.
- Partnerships with parents are extremely positive. The childminder values the input parents have into their children's care and learning. She keeps parents well

informed about their children's development. Parents are pleased with the progress that their children make in her care. They comment on how their children learn the skills and knowledge needed to be ready for the next stage in their learning, which, for most, is school. The childminder ensures that parents do not miss out on their children's daily experiences. She thoughtfully creates photo memory books for them to share at home.

- The childminder recognises the importance of supporting children's language and communication. She ensures that children have the opportunity to attend group song and rhyme sessions. She talks to the children as they play. However, very occasionally, the childminder does not fully focus on increasing younger children's early vocabulary and acquisition of new words. For example, she does not consistently encourage children to have a go at repeating words or identifying different objects.
- The childminder recognises that children have missed opportunities to build on their social skills during the COVID-19 pandemic. She increases the opportunities for children to attend group sessions within the community to narrow the gap that formed in children's development. This helps children to develop their confidence and social skills and helps them to be ready to move on to the next steps in their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. She is aware of the signs and indicators that may suggest a child is at risk of abuse or harm. The childminder understands the procedures to follow if she has a concern about a child in her care. She is knowledgeable about the wider safeguarding issues that pose a risk to children, such as radicalisation and county lines. The childminder has recently updated her training to keep her knowledge of safeguarding up to date. She holds a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- support and encourage babies' drive to stand and walk consistently
- build on ways to further enhance younger children's communication and language to increase their use of vocabulary and acquisition of new words.

Setting details

Unique reference number	590132
Local authority	Essex
Inspection number	10234594
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	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 October 2016

Information about this early years setting

The childminder registered in 2001 and lives in Clacton-on-Sea, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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