

Childminder report

Inspection date:

9 July 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

The childminder is passionate about the quality of service she provides. Children are warmly greeted from school by the happy, attentive childminder. They are excited to see her and enthusiastically talk about their day at school. The childminder talks to children with kindness and respect and has invested time in getting to know them and their family before they attend. The childminder promotes an effective and robust settling-in process to suit each individual child. This means children are happy and settle quickly in her care. They have established close and trusting bonds with the nurturing childminder. All children demonstrate they feel safe and secure and are confident. They are curious and ask lots of questions as they engage visitors to the home in conversations.

Children are welcomed into a child-friendly, inviting, and homely environment. They have their own storage space and coat pegs and their artwork is displayed in the kitchen, creating a real sense of belonging. They independently access all areas, including a garden, where they can play, exercise, and get fresh air after a busy day at school. The childminder positively promotes the skills children need to be independent. The childminder considers all children's needs. For example, a quiet comfortable space is also available for younger children who may be tired after a day at school, or if a child just needs to relax. Children make friendships and play very well together. The childminder is a good role model she is calm and has high expectations for children in her care. Children's behaviour is very good. They are very respectful and show excellent manners and consideration for others.

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

- The childminder has established effective, professional relationships with the schools children attend. Communication is good and any relevant information regarding the children, is shared on collection of the children. The childminder works collaboratively with the school and parents to ensure a consistent approach.
- The childminder ensures the children's needs are at the centre of all decisions made so that she can support them effectively. There is a strong focus on children's emotional well-being. For example, during snack time children are positively encouraged to talk about their day at school, what they enjoyed most, and what they did not. All children are keen to share their news and demonstrate they are settled and feel secure.
- Children are taught how to keep themselves safe and healthy through consistent daily routines and experiences provided. For example, they have a clear understanding of road safety as they walk home after school. All children know they must stop, look and listen and wait for the childminder's instructions before

crossing. They walk sensibly and help one another with bags or gentle reminders of the expectations.

- Parents are very positive in their comments regarding the care the childminder provides. They speak very highly of the 'wonderful childminder'. They say their children 'adore' her and are eager and keen to attend. Parents comment that the communication is excellent and feel reassured that their children's individual needs are robustly met.
- The experienced childminder continually evaluates her practice. She listens to children and encourages them to have a voice and provides opportunities to discuss their thoughts. They write letters to the childminder saying how much they enjoy their time with her. The games they play, and the delicious healthy snacks offered. The childminder is aware the importance of continuous professional development and positively welcomes opportunities to improve her knowledge and keep up to date with current practices and improve outcomes for children in her care.
- Children understand the familiar routines. For example, as they arrive, they remove their shoes and wash their hands before joining the snack table. They sit comfortably and select fruit of their choice. There is a happy relaxed and sociable atmosphere as they listen carefully to their friend's news. They know not to speak with food in their mouth or leave the table until they have finished eating to keep themselves safe.
- A broad range of good quality resources are easily accessible so that children can self-select and initiate their own play. Children thoroughly enjoy board games and select their favourite as they invite the childminder to play with them. They build construction models and show sustained concentration as they colour, use stickers or complete schoolwork, fully supported by the childminder. She is skilful in her interactions with them and supports their play effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	590273
Local authority	Essex
Inspection number	10344343
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 11
Total number of places	6
Number of children on roll	27
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Witham, Essex. She offers care before and after school, from 7am to 9am, and from 3pm to 6pm, Monday to Friday during school term time.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder explained how the play environment is organised.
- The inspector looked at a sample of the childminder's documentation, including training certificates.
- The inspector spoke to children and parents during the inspection and took account of the views of parents through reading written testimonials.

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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