

Childminder report

Inspection date:

16 January 2020

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children settle well in the childminder's home. They establish strong bonds with the childminder and her assistant. They form good friendships with their peers and play cooperatively together. Children are familiar with the resources and where they are stored. This helps them as they independently select their own games and toys. Children are courteous and respectful to each other. They understand the expectations within their daily routine. Older children provide support for younger siblings or friends while on their short walk to the childminder's home from school. They are happy to spend time together and show care and concern for each other.

Children's well-being is supported extremely well by the childminder. They can identify their own needs. For example, if they are tired at the end of the day, there is space for them to sit quietly or to take a short nap. Their individual needs are quickly recognised and responded to. Children learn about good hygiene routines. They understand that they need to wash their hands when they return from school, before eating snack and at mealtimes. Children have regular opportunities for physical play outdoors. They visit the local park on the way home from school or access the childminder's garden, where they can also visit the pet rabbits and guinea pigs.

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

- The childminder knows the children extremely well. Children are settled and comfortable in her care. The childminder is interested in the children and what they have been doing at school. Children are excited to share their news about the events of their day.
- The childminder is an excellent role model. She is kind and polite in her communications with the children. Children behave very well. They know the rules and boundaries of the setting and are respectful in their interactions with the childminder.
- The childminder is very observant of the children and what they are doing. She is confident to let the children lead their own play and make their own decisions about what they want to do. However, she is always ready to join in children's play when they need guidance, or to extend their ideas.
- The childminder regularly shares information with parents. They communicate well when children are dropped off in the morning and again when they are collected. The childminder effectively passes information between home and school to help continuity of care. She has worked together in partnership with parents to provide consistency in supporting children's developmental needs. Parents speak highly of the care their children receive.
- The experienced childminder reflects well on her provision. She listens to

children who tell her about their interests and responds to their ideas, sometimes adding to her resources on request. The childminder regularly networks with other childminders, sharing good practice. This helps her to continue to build on the quality of her already good provision.

- The childminder is very organised and has implemented an effective and well-planned routine that runs very smoothly. This includes the drop-off and collection of children during the school run. Children respond well and demonstrate confidence as they know what they are doing and what to expect next.
- The childminder has sound knowledge of the early years foundation stage, safeguarding and welfare requirements. She keeps herself updated with changes to legislation and ensures that she and her assistant regularly update core training, including paediatric first aid and safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good overall knowledge of the many aspects of child protection and how to safeguard children. They know who to contact should they be concerned about the welfare of a child in their care and regularly update their child protection training to ensure awareness of current legislation. The childminder is aware of her duty to prevent children from being exposed to extreme views and teaches children to respect each other. Children are cared for in a safe environment that is regularly checked. The childminder is clear about her health and safety policy and procedure as demonstrated in her practice.

Setting details

Unique reference number	EY103685
Local authority	Essex
Inspection number	10127088
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 June 2015

Information about this early years setting

The childminder registered in 1995 and lives in Chelmsford, Essex. She provides before- and after-school care during term time from 7.15am to 9am and from 3pm to 6pm, Monday to Friday, except bank holidays and family holidays. She also provides school holiday provision. The childminder works with an assistant who is her husband. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jane Osburn

Inspection activities

- The inspector viewed all areas of the childminder's home that are used for childcare.
- The inspector held discussions with the childminder and her assistant during the inspection.
- The inspector accompanied the childminder when collecting children from the local school.
- The inspector looked at a sample of the childminder's documents, including her qualification certificates and safeguarding policy.
- The inspector took account of the views of parents through 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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