

# Childminder report

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Inspection date: 7 January 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are relaxed and happy in the childminder's care. They have developed strong attachments with her and the assistants and seek them out for support and comfort, when required. The older children eagerly rush to hug the childminder and share stories about their day as soon as they arrive from school. Adults are polite and respectful and give children praise throughout the day. They make a fuss of the children when they achieve something new. This helps to raise children's self-esteem. The childminder encourages children to use good manners and reminds the older children to be careful of the younger ones. Children are confident to talk to visitors and share their experiences with them. This demonstrates they feel safe and secure.

The childminder invests time in getting to know the children and their families, enabling her to meet each child's individual needs. She knows where children are in their learning and understands what they need to learn next. Adults use their interactions during play to promote children's next steps. They can recognise delays in children's development and take appropriate action. This ensures children make progress from their starting points.

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

- The childminder has worked hard to address the weaknesses found at the last visit. She is reflective and has plans to make further improvements. She is undertaking training and welcomes support and guidance from the local early years team to improve her skills and knowledge.
- The childminder and any assistants she works with make a successful team. They communicate effectively with one another throughout the day. Together, they discuss the individual needs of the children and work to meet them. They share with each other the accomplishments of the children and take pride in what they have helped them achieve.
- Children are supported in developing their communication and language skills. Adults provide a narrative as children play and name the items they use. The children then use this language spontaneously during play. Adults repeat words back to the children, so they hear the correct pronunciation. They recognise and act on children's non-verbal cues. For instance, when a child completes the actions to a rhyme, they sing it with them.
- Adults join in with children's play and use their interactions to develop children's knowledge and skills. For example, when children complete puzzles, the childminder teaches them to look at the pictures on the pieces to help them figure out where to place them. She provides verbal encouragement and clear guidance to enable them to be successful. This helps children develop a positive attitude to learning. However, most activities planned for the children are based

on their interests rather than their individual next steps. Therefore, some activities do not always help children to achieve at the highest levels.

- Children can choose books to look at independently or with adults. The children snuggle into adults while they read to them. Adults discuss the pictures with the children and ask them questions about what they can see. They vary their voices and imitate the noises of the animals in the story to keep the children engaged and interested. This helps children develop a love of stories and books.
- Children generally behave well and interact positively with others. However, when children display unwanted behaviours, adults do not consistently provide explanations to enable children to develop a deeper understanding of the rules and boundaries. For instance, children are sometimes told 'no' without further explanation. As a result, children do not gain a clear understanding of why the rules are in place to enable them to self-regulate their behaviour.
- Parents speak highly of the childminder and her assistants and are pleased with the care their children receive. They report that their children have made good progress in their development since starting with the childminder and demonstrate the new skills they have learned at home. They state their children are well supported when settling in and are happy to attend. They feel they are kept well informed about their children's development.

## Safeguarding

The arrangements for safeguarding are effective.

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

## What does the setting need to do to improve?

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

- consider children's individual next steps as well as their interests when planning activities to support children to achieve to an even higher level
- consistently support children's understanding of why there are rules in place so that they can learn to self-regulate their behaviour.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY246463                                                                          |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10366991                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 6                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 17 June 2024                                                                      |

## Information about this early years setting

The childminder registered in 2002 and lives in Harlow, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank and family holidays. The childminder works with assistants. The childminder provides funded early education for children between nine months and four years of age.

## Information about this inspection

### Inspector

Lyndsey Barwick

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector talked to the assistant during the inspection and took account of their view.

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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