

Childminder report

Inspection date: 17 June 2024

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

The provision is good

Children enjoy spending time in this warm and homely setting. The children have established close bonds with the childminder and her assistant who are kind and caring and give children praise throughout the day. The childminder and assistant are responsive to younger children's non-verbal cues and recognise when they are getting tired or hungry and act accordingly. Older children readily make their wishes and thoughts known and these are respected and acted on. This helps build children's self-esteem and develop their sense of security. Children understand the high expectations of the childminder and behave well. They are polite and helpful. They are encouraged to tidy away once they have finished playing and are supported to wait their turn when playing games.

The childminder and her assistant know the children in their care well. They know where children are in their learning and understand what they need to learn next. They implement a curriculum that supports children in achieving the next steps in their learning. This ensures that children make good progress. Children are encouraged to choose the activities they wish to engage in and are able given opportunities to self-select resources they would like to use. This leads children to have positive attitudes to learning and high levels of engagement.

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 inspection. She is committed to improving the quality of service she provides and has plans to make further improvements. The childminder recognises the importance of continuous professional development and is undertaking training. She welcomes support and guidance from the local early years team to improve her skills and knowledge. The childminder ensures the training she attends is relevant to her current cohort of children and will aid the improvements she wishes to make in the setting.
- The childminder and her assistant work successfully as a team. They communicate effectively with one another and discuss the individual needs of the children, working together to meet them throughout the day. The childminder is aware of her responsibility to mentor and support her assistant. She has provided appropriate training to help her further develop her skills. The assistant reports that she feels well supported by the childminder.
- The childminder and assistant engage with children during their play and follow their interests. They adapt their approach to meet the needs of children. However, sometimes, adults do not always identify times in children's play when they could extend their learning further. This means that children are not consistently provided with high levels of challenge.
- Children's language development is supported. The childminder and assistant

provide a running commentary on children's play. They introduce language that is age-appropriate. For example, they name colours for the youngest children and use more complex shape names, such as 'hexagon', for the older children. This helps children to develop their language skills. However, children are not always given enough time to think and respond to questions before the questions are repeated. This does not consistently encourage children's communication skills.

- Mathematical concepts are introduced to the children. During play, the childminder makes comparisons between big and small trains. Adults frequently count with the children. For example, they count the scoops of sand they put into a bucket and encourage the children to count the number of pieces they have won in a game. They discuss shapes while playing a colour matching game. As a result, children are acquiring early knowledge of mathematics in preparation for later learning.
- Children are helped to develop a positive attitude to learning and are encouraged and supported to complete tasks for themselves. For example, when children find fitting game pieces into a box challenging, the childminder gives them verbal encouragement and clear guidance to help them be successful. She knows when to step in and offer assistance and when to let children persevere.
- Partnerships with parents are good. The childminder communicates with the parents daily, which promotes continuity of care for the children. She keeps parents up to date with their children's progress and the next steps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- build on questioning techniques to enable children to have more time to think, respond and verbalise what they know
- strengthen the quality of interactions with children to challenge and extend their learning more effectively as they play.

Setting details

Unique reference number	EY246463
Local authority	Essex
Inspection number	10332445
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 January 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 5.30pm, Monday to Friday, except for bank and family holidays. The childminder works with assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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