

Childminder report

Inspection date: 13 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are cared for in a warm and nurturing, home-from-home environment. They have developed trusting bonds with the childminder. Her deep understanding of individual children means that they receive tailored care and learning that helps them to feel safe and secure. Children demonstrate high levels of enjoyment as they engage in a range of fun and interesting activities. They play with friends, showing kindness as they share a book together and talk about the pictures. Older children pull 'funny faces' to make younger children laugh.

The childminder helps children to develop a positive sense of identity. Children talk about their features and what makes them unique. The childminder offers continual praise as children try hard, achieve tasks or listen to instruction. Children handle the toys and equipment with care and tidy them away when they have finished, singing the 'tidy-up' song as they go. They respond positively to the childminder and behave well.

The fun and interesting curriculum engages children in a range of learning experiences that help them to make progress across the areas of learning. They enjoy learning about sea creatures and make poppies when learning about Remembrance Day. Children are eager to engage in mathematical discussions, such as which number they have on their front door.

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

- The childminder has created a curriculum that supports children to develop the essential skills for the future. She provides a range of opportunities for children to develop resilience, confidence and positive attitudes to learning.
- There is a strong commitment to developing children's communication and language. Children use interesting words, such as 'turquoise', as they name sea creatures and learn about different colour shades. They explore a range of books that support their love of reading and understanding that words have meaning. Younger children develop a keen sense of communication as the childminder engages in lively back-and-forth chatter.
- Children are developing their independence. They wash their hands and faces and put on their coats and shoes. At lunchtime, children make their own sandwiches and cut their fruit. They discuss the various parts of the fruits, such as the skin and stalks. Attitudes to food are positive and children are developing a good awareness of healthy lifestyles.
- There is a good connection with the local community. Children enjoy regular walks where they list items they have seen on clipboards. Visits include the local church and supermarket. Children learn about road safety and boundaries. They remember that they must only move from one lamppost to another.

- Children learn about the wider world. They explore a book about a 'leaf thief', and through real-life experiences, they determine that the wind is the leaf thief. They learn about sea creatures as they 'go fishing' with magnets. Children name creatures such as 'clams', 'dolphins' and 'octopus'. They explore the meaning of Diwali and make sweets and candle holders as part of their discoveries.
- Outside, children engage in physical play. They run and jump and create obstacle courses with hoops. Younger children are encouraged to be active. The childminder provides an opportunity for them to pull themselves up and move around unaided. Older children develop fine motor skills as they make marks with drawing tools and cut with scissors.
- Children have a 'can-do' attitude. The childminder reminds children often that they are capable and skilfully adapts teaching to ensure that challenge is appropriate for children. Children make choices about their play, led by their emerging interests and enquiries. However, the childminder has not considered how the environment can further support younger children to explore and extend their interests in as many ways as older children.
- Parents are very happy with the care and education children receive from the childminder. They praise the home-from-home environment and how happy children are. They particularly appreciate the excellent and timely updates about their child's day and appreciate the open communication.
- The childminder is passionate about her work. She attends regular training to stay up to date with her knowledge and skill. This translates to continuous improvements in the quality of teaching and care that children receive.

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:

- extend opportunities for younger children to develop their curiosity and wonder as they play alongside older children.

Setting details

Unique reference number	EY260973
Local authority	Thurrock
Inspection number	10363786
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2003. She lives in Chafford Hundred, Essex. The childminder operates from Monday to Thursday, from 7.30am to 5pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for children aged nine months to four years.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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