

Childminder report

Inspection date: 30 May 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	Met
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle very quickly. The childminder creates a fun, safe and exciting environment that stimulates children's curiosity and interests. He provides opportunities for children to explore independently and choose what they would like to access. As a result, children become deeply engrossed in exciting activities. For example, children enjoy engaging in role play with their peers. The childminder encourages them to take turns and share resources well. Children pretend to be serving food to one another, while talking about what they are doing. They also operate resources with buttons, observing the cause and effect. This further develops children's imaginative skills, social interactions and cognitive development.

The childminder is very friendly and supportive. He has high expectations of children and they rise to the challenge exceptionally well. Children follow the setting's routines and boundaries very well. As soon as they arrive, children sanitise their hands and change into indoor shoes, which supports their independence. Children behave very well and show high levels of respect towards their peers and the childminder. Children are very comfortable around the family pets and learn care and empathy towards all living things. They form strong relationships with the childminder, who in turn praises them for their efforts and values their achievements. This helps build on children's self-esteem, confidence and emotional resilience.

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

- The childminder offers a diverse and inclusive practice. He takes into account children's needs, abilities and interests when planning a great selection of stimulating activities. The childminder also supports children who speak English as an additional language. As a result, they make remarkable progress in their learning.
- The childminder is an exemplary role model for the children. He models language well and engages children in meaningful discussions. The childminder explains and demonstrates activities effectively. He introduces new words, such as 'raspberries' and 'grapes'. This helps build on children's communication and language skills.
- The childminder creates fantastic opportunities for children to explore a great selection of resources to build on their hand-to-eye coordination and fine motor skills. Younger children peel stickers independently to decorate suncatchers. Older children use glue sticks to make their own creations, which contributes to developing their problem-solving skills. Children concentrate intently and show high levels of determination in completing the task.
- The childminder encourages children to recognise and name fruits to build on

their understanding of the world. Children closely observe the features of the fruits and mention their colour too. Furthermore, the childminder prompts the children to observe the plants in the garden to notice how they change every day. This helps develop children's understanding and cognitive development.

- The childminder has good knowledge and understanding of children's development. He completes regular observations to track children's progress. The childminder completes next steps in children's learning and he shares these with parents. However, at times, the childminder does not review the planning to ensure that children benefit from challenge that extends their learning.
- The childminder has a clear vision for his setting. He reflects on his practice and strives to deliver high-quality care and education. The childminder works very well with his co-childminders and completes regular training to keep his knowledge current. The childminder places a great emphasis on children's safety and danger awareness, particularly when they are out on trips and outings.
- Partnerships with parents are effective. Parents appreciate the progress their children make and feel involved in their learning. They value the 'home-from-home' environment that is very stimulating and exciting. Parents also comment on how nurturing and supportive the childminder is.

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 ways to review and adapt the planning to ensure that all children benefit from further challenge that extends their learning further.

Setting details

Unique reference number	EY269639
Local authority	Thurrock
Inspection number	10335512
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	19 June 2018

Information about this early years setting

The childminder registered in 2003. He lives in Chafford Hundred, Essex. The childminder offers care to children aged up to 11 years. He works all year round, from 8am to 6pm Monday to Friday, except for bank holidays and family holidays. He regularly works alongside other co-childminders and an assistant. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents provided written feedback and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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