

Childminder report

Inspection date: 24 February 2022

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

The provision is good

Children have opportunities to explore their community and learn outside the setting, taking part in various fun and interesting activities. They learn about each other and the cultural celebrations of others, such as Mother's Day in Lithuania. This helps them to learn about the lives of others and their similarities and differences. The childminder promotes children's communication and language skills well. She provides many opportunities for children to hear new words which helps to develop their vocabulary. They enjoy circle time, listening to songs and rhymes. The childminder uses props and puppets well to engage children's attention and this encourages them to join in.

Children demonstrate a positive attitude to learning and they quickly settle into the routines of the setting, engaging in their play. The childminder and her assistant are positive role models. They say 'please' and 'thank you' to each other and the children. The childminder offers lots of encouragement that helps to support their confidence and independence. She praises children for their efforts and this helps them to keep on trying. Children attend to their personal care needs. They wash their hands before and after eating, and competently clean their faces.

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

- The childminder promotes healthy lifestyles and involves children to help develop their awareness of food that is good for them. She informs parents of ways to provide a healthy diet for their child. The childminder uses a range of ways to teach children about good oral hygiene and discusses the effect of bad eating habits on their teeth.
- Children enjoy playing outdoors where they can run around, climb, balance and develop their physical skills. However, the childminder does not make consistently good use of the outdoor environment to build on the learning experiences for those who prefer to play outside.
- The childminder supports children's social and emotional development well. She encourages them to listen to each other and helps them to resolve their differences. Children learn to share and take turns with popular resources.
- The childminder regularly reflects on her practice. She supervises and observes her assistant to identify any strengths and weaknesses and takes appropriate action. The childminder attends a variety of professional development opportunities and attends local network meetings. This helps to keep her early years knowledge up to date.
- Children are making good progress in their learning. They are inquisitive and enjoy demonstrating what they know, sharing their ideas and experiences. The childminder helps children to learn about shapes and colours. They are beginning to count and understand about size.

- Feedback from parents is positive. They speak highly of the childminder and the service she offers to their children. Parents say that the childminder always goes above and beyond in looking after their children and that their child is happy and safe. The childminder works well with parents to discuss any concerns about children's progress and identifies how to meet their learning needs.
- The childminder observes children closely to find out what interests them and talks to parents to find out what their child can do at home. She makes regular assessments of what children can do and uses this information to plan for the next steps in their learning. Occasionally, the childminder does not provide enough rich opportunities to challenge older children and extend their learning to a higher level.
- The childminder understands the importance of helping children to be ready for school by ensuring they learn key skills. For example, children learn to follow simple instructions, manage their personal care, and share resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and attends training to maintain her good knowledge of a wide range of safeguarding issues. She is confident about the signs of abuse and what actions to take should she have concern about a child in her care. The childminder makes sure her assistant keeps up to date. She has a whistle-blowing procedure in place to follow should there be any concerns about staff. The childminder has a continuous risk assessment procedure that enables her to identify risks quickly and address them immediately. She ensures children are supervised at all times.

What does the setting need to do to improve?

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

- make better use of the outdoor environment to support the continuing good progress of children who prefer to play and learn outside
- provide more highly challenging activities to extend older children's learning.

Setting details

Unique reference number	EY269690
Local authority	Thurrock
Inspection number	10137563
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	20
Date of previous inspection	15 September 2015

Information about this early years setting

The childminder registered in 2003. She lives in South Stifford, Essex. The childminder operates all year round from Monday to Friday, 8am until 6.30pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Taiwo Oladele-Disu

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 setting.
- The inspector observed activities indoors and assessed the impact these have on children's learning.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's qualification certificates and records of children's attendance.

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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