

Childminder report

Inspection date: 7 October 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 demonstrate that they feel happy in the childminder and her assistant's care. They go to them for cuddles and reassurance. Children receive praise and encouragement, which supports their self-esteem. They have a clear understanding of the childminder's rules and boundaries, such as expectations around sharing toys and resources during play. For instance, when the childminder asks children what the rules are, older children call out 'sharing is caring'. Consequently, children are polite and generally behave well.

Children's early communication skills are supported. For example, the childminder talks to children during daily routines, such as nappy changes. Children listen when the childminder reads to them. They help to turn the pages of the book and talk about familiar characters. The childminder provides regular song and music time. Children delight as they shake and bang the musical instruments.

The childminder carefully plans a curriculum based on the knowledge and skills that children need to learn next. She provides activities that reflect the children's interests. For example, children frequently engage in role-play, re-enacting experiences from home, such as making pretend meals. The children involve the childminder in their play and clearly enjoy her company.

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

- The childminder has updated her safeguarding training to ensure her knowledge is up to date. This includes what information she needs to share with other agencies, such as Ofsted, when necessary. She has reflected this in her policy and shared this with her assistant. The childminder has reviewed the environment and has taken steps to improve the security of the premises. This prevents unauthorised people from entering the premises.
- The childminder knows her children well and confidently talks about them. She gathers information from parents when children start at her setting. This helps her to develop a good understanding of their early experiences and interests and helps children to settle quickly and develop secure bonds with the childminder. As a result, babies and young children confidently explore the toys and resources and readily lead their own play and learning.
- Children enjoy being physically active. They frequently go on nature walks and feed the ducks. They visit the local supermarket to look at different fruits and vegetables. Once back in the setting, children recall the names of foods that they have seen. This supports them in embedding and strengthening their knowledge.
- Children eagerly join in with group games and activities. However, at times, these activities are often dominated by the older children. This means that

younger children are not as fully engaged as possible and as a result, are not consistently supported to achieve their full potential.

- Mealtimes are a sociable occasion where the childminder, her assistant and children sit together at the table to eat. They purposely use this time to engage children in conversation. Children gain increasing confidence to do things for themselves. For example, older children take themselves to the toilet. After mealtimes, they help to tidy up and put their own rubbish in the bin. This helps to develop children's self-care skills.
- Partnerships with parents are supportive and positive. The childminder works closely with her families to meet their children's individual needs. Parents know what their children are learning and how they can support them at home. They value the support the childminder gives them, including signposting to other agencies. However, when children attend another early years setting, the childminder does not gather or share information about children's development to promote continuity in children's learning and development.
- The childminder demonstrates a commitment to the continued development of her childminding practice. She takes on board advice from other agencies to make further improvements to enhance the experiences of children. Both the childminder and her assistant attend mandatory training, such as safeguarding and paediatric first aid, to ensure the safety of the children.

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:

- plan activities and routines more carefully to allow all children to have opportunity to join in to make the best possible progress
- develop partnerships with all other settings that children attend, to promote continuity in children's learning and development.

Setting details

Unique reference number	EY276316
Local authority	Essex
Inspection number	10366288
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	17 June 2024

Information about this early years setting

The childminder registered in 2004 and lives in Harlow, Essex. She operates from Monday to Friday, from 7.30am to 5pm, all year round, except for bank holidays and family holidays. The childminder works with an assistant and a co-childminder. The childminder operates 50% of her time from the Pavilion Church. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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