

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 with the childminder in her home. They develop secure attachments with her, contributing to their emotional well-being. The childminder provides comforting cuddles to the children, helping them feel safe and secure.

The childminder collects detailed information from parents when their children first start in her care. This information helps her plan for the children's learning by providing activities and resources that support their interests. For instance, the children learn about self-care through activities such as bathing and dressing baby dolls. As a result, children are making steady progress in their learning.

Children enjoy being in the childminder's garden. They play in the sand for extended periods, filling their buckets using spades. The childminder provides a variety of opportunities to develop their understanding of simple mathematics. For example, she encourages children to count the number of ducks or identify different colours.

Children show their growing understanding of the childminder's behaviour expectations. For instance, they remind others by saying 'sharing is caring' as they learn to share and take turns. The childminder is a good role model and encourages children to use good manners and to help tidy up the play areas.

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

- The childminder sought advice and support from the local authority to meet the actions raised at her last inspection. She has attended additional training to update her knowledge and skills. This has helped her to have a better understanding of how to support children's learning and development. The childminder now focuses on more opportunities to develop children's speaking and language skills. She ensures that children have good access to books and reads frequently with them.
- The childminder observes and assesses children's learning. She knows where each child is in their development. However, the childminder does not consistently plan activities and provide appropriate equipment to support children to achieve the intended outcome of the activity. For example, when teaching mathematical concepts, such as full and empty, she provides jugs that are too large for the water container. This limits the progress that children make.
- Children are becoming confident talkers. The childminder recognises the importance that regular books and stories have in supporting children's communication and language skills. She talks to children as they play and models language back to help improve their pronunciation of words. However, at

times the childminder asks lots of questions in quick succession, which limits the children's language and thinking skills.

- The childminder reminds children of the importance of regularly drinking water to keep them hydrated, particularly during warm weather. The childminder encourages children to wash their hands after using the toilet. However, she does not consistently remind children to wash their hands before eating, particularly after playing in the garden.
- The childminder is beginning to teach children how to stay safe. For instance, she talks to the children about the importance of wearing sun cream and a hat when it is sunny. Older children join with the childminder when applying sun cream to younger children. This helps children develop patience and show kindness to others.
- Children have good opportunities to use their imagination during play. They enjoy using the stethoscope to check each other's heartbeats and pretend to take each other's temperature to make sure that they are not ill. Children work together in the role-play kitchen and make pretend cups of tea for adults. This helps children to play cooperatively together.
- Snack and mealtimes are sociable events. The childminder sits with the children as they eat to promote conversation. Children talk to the childminder about the food that they are eating and their family members.
- The childminder evaluates her own practice. She has sought additional mentoring from other childminders to help further develop her skills to continue to improve the quality of her provision to further benefit the children in her care. The childminder has ensured that her assistant has access to relevant training to support her own professional development.

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 more precisely and ensure that resources promote children's ability to build on their learning and development successfully
- strengthen teaching skills to allow children more time to think and answer questions with their own ideas and further develop their language
- help children to gain a deeper understanding of the importance of good hygiene practice and how this contributes to their good health.

Setting details

Unique reference number	EY276316
Local authority	Essex
Inspection number	10334937
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	5
Date of previous inspection	26 January 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 Unity Church Hall. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Shelly McDougall

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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