

Childminder report

Inspection date: 26 February 2020

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 happy in the childminder's warm and welcoming home. They smile and laugh with the childminder as they play together. Children benefit from a range of well-planned, challenging activities designed to support all areas of their learning. Older children have developed close friendships and demonstrate a sense of achievement as they help each other complete jigsaw puzzles.

All children are excited to take part in their activities. They are curious and demonstrate a positive attitude to their learning. Children learn about the local community and the natural environment in fun and innovative ways. For example, they visit the sea life centre and take part in local beach clean-up events organised by the childminder. Children explore a wide range of mathematical concepts, including using money to pay for items in a shop and exploring the weight of the shopping bag.

Children have healthy snacks and meals, which contribute to their physical well-being and understanding of healthy living. They also visit local parks, where they benefit from fresh air and exercise. Children use physical apparatus, which helps to build on their large-muscle skills and confidence. Children receive lots of praise and encouragement. This helps build on their self-esteem and confidence to ensure they have the skills they need to support their future learning.

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

- The childminder carries out regular observations of children and uses them effectively to create a challenging and sharply focused curriculum. She builds on children's interests and identifies opportunities to support them in extending their learning. The childminder particularly enjoys planning outings for children to build on their experiences.
- All children enjoy listening to stories read by the childminder. She models new words to younger children, and when asking older children questions, she gives plenty of time for them to think and respond. This helps to promote children's understanding of language and encourages younger children to develop good early communication skills.
- Parents comment that their children enjoy attending the setting and praise the good variety of activities the childminder provides. She quickly assesses children when they start and uses this information to identify what each one needs to learn next. The childminder works closely with other childcare providers and parents to ensure continuity in children's care and development.
- Children have a range of opportunities to develop their interest in literacy. For example, they use pens and paper to make marks. Children learn about poetry as they learn to recite poems. However, the childminder does not fully maximise

opportunities in the environment to support children's early literacy skills and their understanding that print carries meaning.

- Children's behaviour is good. The childminder is a good role model. She gives clear guidance to help them understand their feelings. Children develop a good understanding of right from wrong. They learn good manners and are polite.
- The childminder is sensitive to children's needs and can recognise when they are tired or hungry. Children are increasingly independent with their self-care. They attempt to put dressing-up clothes on and use cutlery appropriately as they butter bread. The childminder helps children to be aware of the risks involved in their play. For example, she reminds them to be careful and to slow down when they run around.
- The childminder works well with other childminders in the local area. She recognises the importance of the support they provide for each other in their work. The childminder makes the most of networking opportunities to share ideas with other professionals. This helps to keep her skills and knowledge updated regarding current early years practice. However, she has not fully considered ongoing professional development opportunities to raise the quality of teaching to an even higher standard.
- The childminder ensures that her home remains a safe place for children to learn and play. She conducts detailed risk assessments within her home and for all outings. This helps her to identify any potential hazards and minimise any risks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities with regard to safeguarding. She knows the different types of abuse and the indicators that may cause her to have a concern about the welfare of a child in her care. She knows how to report concerns to her local safeguarding team. This helps her to promote children's safety and well-being. The childminder understands what action she must take if an allegation is made against her or a family member living in the home. She attends regular training in order to keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- extend existing opportunities for children to see print and understand that print carries meaning
- explore further professional development opportunities that focus more precisely on raising the quality of teaching and children's learning to the highest level.

Setting details

Unique reference number	EY290498
Local authority	Southend-on-Sea
Inspection number	10071986
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 October 2015

Information about this early years setting

The childminder registered in 2004 and lives in Southend-on-Sea, Essex. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact it has on children's learning.
- The inspector completed a joint review of an activity with the childminder.
- The inspector talked with the childminder and minded children at appropriate times throughout the inspection. The inspector took account of the views of parents through written feedback provided.
- The inspector looked at evidence of the childminder's suitability. She discussed how the childminder reviews her practice and viewed a range of other documentation.

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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