

Childminder report

Inspection date: 14 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure in the childminder's care. She provides a homely and welcoming environment, which has a positive impact on children's well-being. They behave appropriately, and the childminder encourages good manners. Children are encouraged to share and learn about their feelings through play. The childminder reminds children to share and take turns. This helps them to develop their patience and social skills. The childminder is a good role model. Children respond respectfully to her and follow instructions.

Children are independent and making healthy choices about food and physical exercise. They are involved with washing and preparing the fruit for snack. Children count blueberries and use mathematical language, such as 'one more'. They count by rote and learn one-to-one correspondence. The childminder plans an engaging activity following on from a story. The children 'squash' and 'squeeze' to fit as many objects in the sock as they can. Children are introduced to the concept of size and then count how many objects are in the sock when it is full.

Children are keen explorers and enjoy a range of stimulating activities provided by the childminder. The curriculum encompasses play, and children make choices about what they would like to engage with. The childminder joins in with their play and talks to them while introducing new vocabulary. Children like to look at books and read familiar stories.

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

- Children have opportunities to develop their physical skills, both indoors and outdoors. The childminder plans outings for children to enjoy plenty of fresh air and opportunities to learn about the community. Children enjoy cooking and this is adapted to ensure all children can take part. Children learn about the impact of recycling on the environment and how they can help. Children enjoy growing plants and vegetables, learning about how a seed grows and where some foods come from.
- The childminder helps develop children's early literacy skills. They recognise their name on individual towel pegs, celebrating that they have recognised it independently. They are encouraged to mark make, experimenting using a range of creative mediums. Children take part in community projects, such as making a large-scale teddy bears' picnic. They use stones collected from a trip to the beach, and add herbs and soil to create 3D dimensions. The childminder promotes her clear intent of what she wants children to learn, from both their explorations and experiences.
- The childminder knows her children well. She identifies clear starting points, current stages of development, and their next steps in learning. This knowledge

and understanding of how children are learning, has a positive impact on how they develop further. Children are supported with sign language as they begin to communicate. This method is used to help those who need further support and those who speak English as an additional language. The childminder works with other professionals and shares information to support children making transitions. Children are making good all-round progress, giving them the skills and foundations for starting school.

- The childminder implements a 'mystery' question mark box, which contains a new activity, game, or resource daily. Children are interested about what may be inside, promoting their curiosity. They sit patiently waiting for their turn as they play games matching pictures. The childminder adapts this, so the activity is age-appropriate and helps develop memory skills. During some activities, the children's voice is not heard as the childminder sometimes answers for them, which affects their ability to share their own ideas and thoughts.
- Parent partnerships are good. They work together to help prepare the children for the next stages of their education. The childminder shares appropriate information about children's ongoing learning and development. Parents are positive about the childminder's influences on their children and how this has a positive impact on them as individuals. The childminder recognises additional training she can undertake to further develop her teaching skills. She is reflective and uses feedback from parents to review her practice.

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:

- allow children sufficient time to pause, think, share their voice, ideas, views and feelings when asked questions.

Setting details

Unique reference number	EY304116
Local authority	Essex
Inspection number	10308176
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	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2005 and lives in Essex. She operates term time only, from 8am to 5pm on Tuesday, Wednesday and Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

Inspection activities

- This was the first routine inspection the childminder has 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 service she provides.
- The inspector viewed all areas of the provision and looked at the safety and suitability of the premises.
- The childminder and the inspector discussed their intentions for children's learning and the early years curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.

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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