

Childminder report

Inspection date: 22 August 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 are happy and relaxed in this home-from-home environment. They develop trusting relationships with the childminder who is attentive to their needs. The childminder is calm and nurturing in her approach. Children demonstrate they feel emotionally secure in her care and seek her out for comfort and reassurance.

Children confidently explore the environment and make their own choices about the resources and activities they want to engage with. The childminder ensures there is a strong focus on children's interests. For example, children have recently been talking about ice creams and the childminder has implemented activities to support this interest. Children thoroughly enjoy using scoops, plastic cones and play foam to make ice-cream cones, helping to develop their fine motor skills and coordination. They talk about their favourite ice-cream flavours and count how many scoops they use.

The childminder is a good role model and treats children with kindness and respect. Children learn to take turns and to share the resources. When minor disagreements occur, she swiftly intervenes to help them find a solution. The childminder displays children's creative work and photos of them engaging in previous activities. This helps children to develop a sense of belonging and promotes their self-esteem.

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

- The childminder supports children in their communication and language development well. Throughout the day, she interacts with children as they play and encourages them to engage in conversations. The childminder narrates what children are doing and introduces new words, such as 'watermelon' and 'blueberry'. She speaks clearly and models any words children pronounce incorrectly. As a result, children develop good communication skills.
- The childminder uses assessment effectively to monitor children's progress. She knows children well and demonstrates secure knowledge of their development and how she can support them to achieve what they need to know or do next. The childminder regularly shares this information with parents and provides advice on how to support children at home. This helps to promote continuity in children's learning and development.
- Children develop an understanding of good hygiene routines, such as washing their hands before eating. The childminder encourages children to help with small tasks, such as tidying away the toys. Children are encouraged to feed themselves and put on their own shoes to go outside. This helps to support children's independence and self-care skills.
- The childminder is reflective and committed to extending her knowledge and

skills. She targets training to develop her practice and to enable her to further support the children in her care. For example, recent training has improved her understanding of how to support and promote children's early mathematical skills more effectively.

- Parents are highly complimentary about the childminder. They comment that she knows children well and is very attentive to their individual needs. Parents value the detailed information they regularly receive from the childminder about their children's experiences and development. They say that their children enjoy the good range of activities that the childminder provides and that her support 'helps children to get ready for school'.
- The childminder interacts with children to support their play and learning. For example, as children move around in a large cardboard train, the childminder asks them where they are going and models vocabulary such as 'backwards' and 'forwards'. However, on occasions, the childminder does not give children sufficient time to think of their own ideas and solve problems themselves, before giving them the answer or solution herself. At these times, children are not fully supported to think independently and to build on their problem-solving skills.
- The childminder plans a broad curriculum and takes children on regular outings to local facilities, such as parks, the library, a farm and playgroups. This helps children to learn about their local community and promotes their social skills. The childminder supports children to develop an understanding of what makes them unique. However, she does not always make the best use of opportunities for children to develop wider knowledge, such as an understanding of different lifestyles, families and cultures beyond their own.

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:

- strengthen interactions to give children sufficient time to think independently and solve problems for themselves
- extend the opportunities for children to gain a wider understanding of other lifestyles, families and cultures beyond their own.

Setting details

Unique reference number	EY333452
Local authority	Essex
Inspection number	10355052
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in Chelmsford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Marisa White

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 childminder showed the inspector the areas of the premises used by children and discussed how she ensures that they are safe and suitable.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- 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 inspector viewed written feedback from parents and took their views into consideration.
- 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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