

Childminder report

Inspection date: 17 January 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

The childminder creates a warm and stimulating environment that sparks children's curiosity. They settle very well and quickly become engrossed in meaningful conversations and fun activities. Children have opportunities to choose what they would like to access and explore with help from the very supportive childminder. For example, at lunch time, children engage in discussions about their favourite foods and their favourite toys. When they talk about bananas, the childminder encourages children to think of animals that also like eating bananas. This helps build on children's understanding of the world and communication and language. Children confidently identify and name the colours and progress to finding other objects around the room in the same colour, for example, 'brown pencil' and 'brown frog'.

The childminder has high expectations of children and they rise to the challenge by following the set routines and boundaries exceptionally well. Children behave well and have excellent manners. They show high levels of respect and consideration towards the childminder. Children form strong and warm relationships with the childminder who in turn responds to their needs with empathy and kindness. The nurturing childminder always praises children's achievements. They smile with pride and content, which helps build on their self-esteem, confidence and emotional resilience.

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

- The childminder offers an inclusive and diverse practice. She takes children's interests, abilities and needs into consideration when planning a range of stimulating activities. The childminder always takes the time to get to know all children through extensive settling-in periods and close collaboration with their parents. She also ensures that all children are engaged in stimulating activities that motivate them to become positive learners.
- The childminder is an excellent role model for the children. She models language well and demonstrates all activities effectively. For example, she introduces new words, such as 'crunchy' to build on children's vocabulary and language skills. The childminder also encourages the children to recall past events and experiences to consolidate their communication and language skills.
- The childminder creates great opportunities for the children to explore a wide array of mark-making tools to build on their fine motor skills. Children quickly become immersed in matching and colouring activities. They talk about different animals and their babies, to further develop their understanding of the world. Children then choose how to colour in the animals. They focus intently and show high levels of determination and precision in completing the task. This helps build on their cognitive development and expressing themselves creatively.

- Children enjoy exploring messy play activities to enhance their sensory experiences. In addition, they look at various letters and learn the associated sound. Children use their index finger to draw recognisable letters in oats, to further develop their literacy skills and early writing skills in preparation for school.
- The childminder has good knowledge and understanding of children's development and what they need to learn next. However, on occasions, the childminder does not identify when children need more challenge to extend their learning further, particularly younger children or those requiring additional support.
- The childminder has a clear vision for her setting. She constantly reflects on her practice and strives to deliver high-quality care and education to all children. The childminder completes regular and relevant training to keep her knowledge current. She childminder organises regular trips and outings to the local parks, libraries, and woods to broaden children's experiences and understanding of the world. The childminder has formed positive relationships with other relevant professionals, including staff from the local school and nursery the children attend. However, at times, the childminder does not use all opportunities to share information about children's learning at her setting.
- Partnerships with parents are strong and effective. They comment on the childminder's warm and flexible nature. Parents appreciate the childminder's approach to behaviour expectations and praise the progress their children make.

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:

- enhance the quality of teaching to ensure children are suitably challenged in their learning;
- strengthen partnership working with other professionals to provide continuity of care and education for children.

Setting details

Unique reference number	EY335736
Local authority	Thurrock
Inspection number	10308204
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	3 to 10
Total number of places	6
Number of children on roll	2
Date of previous inspection	12 March 2018

Information about this early years setting

The childminder registered in 2006. She lives in South Ockendon, Essex. The childminder operates Monday to Friday from 7am to 6pm all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

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 provision.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents provided written feedback about the childminder and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector spoke with the childminder throughout the inspection when appropriate. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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