

Childminder report

Inspection date: 27 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in this warm and welcoming environment. They form affectionate and strong bonds with the childminder and feel safe and secure. Children giggle delightedly as she tickles them. They snuggle up with her on the couch and happily discuss what they will have for lunch.

Children enthusiastically learn about the world around them. They focus intensely on reading a children's map book with the childminder and she teaches them about many different countries. The childminder adds mathematical concepts to children's learning. For example, she asks them to try to identify which flag is the Union flag by identifying patterns and colours. They estimate which of the countries is the largest on the world map. Children begin to understand where they live in relation to other countries and continents.

Children relish the many outings and experiences they have with the childminder. They visit play groups, the library and explore the stream and woodland area nearby. Children learn about animals when, for example, they visit the zoo and a local farm. They are able to keep fit and challenge their physical skills outdoors in parks and on daily walks to school.

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

- Children are highly engaged in their play. They thoroughly enjoy each other's company. Children are polite and very well behaved. The childminder uses every opportunity to help children to communicate. She encourages children to talk slowly, pronouncing their words clearly. This helps children who need support in language development. She asks children questions and gives them time to think about their answers. However, occasionally, the childminder does not extend learning for older children so that they make even further progress.
- Partnerships with parents are excellent. Parents are delighted with the nurturing care the childminder provides. They value the warm relationships their children have formed with her. They appreciate the photographs in children's learning books and daily messages she sends. The childminder provides parents with regular updates on children's progress. They work together closely to close any gaps in children's learning.
- Children are interested in activities that the childminder provides. They learn about different festivals celebrated throughout the year, such as Chinese New Year. Children learn how to say 'happy new year' in Chinese and they colour-in Chinese letters. They eagerly taste prawn crackers as they learn about Chinese food. However, sometimes, the childminder does things for children that they could do themselves and misses opportunities to promote children's independence further.

- The experienced childminder commits to her ongoing professional development. She attends mandatory training to keep up to date. The childminder seeks out new courses to support the needs and learning of children in her care. She researches online publications and websites to find new ideas and continuously improve her practice.
- Children make their own decisions throughout the day. They have free access to choose from the wide range of toys and resources indoors and out in the garden. They enjoy playing with stimulating toys that they find motivating. For example, they play with a large multi-story car garage for a long time. They concentrate on choosing their own cars and take them through the 'car wash'. The childminder helps children to identify colours and sizes as they play. Children follow instructions well. They share and take turns happily.
- The childminder knows the children in her care very well. She is sensitive to their individual needs. She helps them to gain the skills they require to confidently move to their next stages in development. Settling-in sessions are tailor-made to children's needs and those of their parents. The childminder holds conversations with parents and does initial observations. This helps children to settle quickly and make good progress right from the start.
- The childminder helps to support children with special educational needs and/or disabilities (SEND) exceptionally well. She works alongside outside agencies to help children with SEND make excellent gains in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of her safeguarding responsibilities to protect the children in her care from harm. She knows how to recognise and report any concerns about a child's welfare. The childminder has a good understanding of how to keep children safe. She keeps the premises secure. The childminder diligently checks her home to help minimise any hazards and ensure that children can play safely indoors and in the garden.

What does the setting need to do to improve?

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

- seek further ways to extend learning for older children in their play to build on their knowledge and make even further progress
- provide children with more opportunities to do things for themselves.

Setting details

Unique reference number	EY336733
Local authority	Essex
Inspection number	10127164
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 2006 and lives in South Woodham Ferrers, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector viewed all areas of the childminder's home that children use.
- The inspector spoke to children and the childminder at convenient times.
- The inspector and the childminder discussed children's learning and progress, and evaluated a learning activity together.
- The inspector took account of parents' views through written references.
- The inspector observed the childminder interacting with the children during activities.

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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