

Childminder report

Inspection date: 26 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are content and settled in the childminder's care. They approach her with ease and engage in lively discussions with her. Children know the childminder's home well and move freely around the rooms that are accessible to them. The childminder both facilitates and supports their independence by encouraging them to make choices and to select toys and resources from the wide range that is available. Children show respect for the environment and help to tidy away toys when they have finished with them. They confidently engage with visitors and talk about what they like to do with the childminder.

Children understand the childminder's house rules and boundaries, and they are polite. In turn, the childminder speaks to children in a calm and caring way, using good manners to model how she expects minded children to speak. The childminder offers children lots of praise and encouragement and celebrates their achievements, such as when they complete a piece of creative artwork or draw a picture. The childminder takes children out into the community daily. They visit farms, zoos, parks and other places of interest. She makes good use of these experiences to enhance their knowledge and extend their vocabulary.

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

- Since the last inspection, the childminder has reviewed her childminding commitment. She now mostly works alone without assistants. She has good links with a small group of other registered childminders and regularly meets with them to develop her knowledge of any new guidance or training that is available. The childminder has good links with the local authority and accesses relevant training to enhance her skills at every opportunity.
- Parents who contributed to the inspection through written testimonials speak very highly of the childminder and the professional and highly attentive care she gives their children. They speak about her flexibility and how she supports the whole family.
- The childminder works closely with other settings that children attend to share relevant information about the children's development and how they can work together to close any gaps in the children's learning. Children who are approaching school age are well supported to manage this transition by the childminder, who also has close links with the local schools.
- The childminder uses her daily visits to places of interest to extend children's learning. She uses every opportunity as a teaching moment. For example, she helps them to recall their experiences and to use new language and vocabulary to enhance their communication and language skills. On occasions, however, the childminder does not give children enough time to consider their responses to questions before providing them with the answer. She also asks questions in

quick succession, which children then find difficult to keep up with.

- Children enjoy using the toy farm animals to relive their farm experience. They line them up and count them proficiently. They talk about the noises the various animals make and where they might live.
- The childminder encourages children to make marks with a range of materials, such as a whiteboard and pens and large, chunky chalks. Children show pride in their achievements.
- The childminder talks about her curriculum being based on children's interests alongside a general theme. She said that she encourages the children who are going to school to develop secure independence skills, such as being able to put their own shoes and coats on and off. She helps them to develop handwriting skills and to know how to hold a pencil by providing a range of different materials for them to practise writing with.
- Children listen attentively as the childminder reads them a story that is linked to their farm trip. They chat together about the pictures in the book and make appropriate noises to represent the various animals. Children enjoy the focused interaction with the childminder.

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:

- develop further the use of appropriate questioning skills to allow children time to really consider their responses and work things out for themselves.

Setting details

Unique reference number	EY344855
Local authority	Essex
Inspection number	10334199
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 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	18 June 2018

Information about this early years setting

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

Information about this inspection

Inspector
Lynn Hughes

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning discussion together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed an observation of an activity and how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents provided the inspector with oral and written feedback.
- 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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