

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 respond extremely well to the high expectations set for their behaviour. They receive an abundance of praise and encouragement from the attentive childminder. This helps children to build extremely high levels of self-esteem and boosts their resilience when trying out more challenging tasks. Children are given highly consistent messages about right and wrong. Younger children show an exceptionally positive attitude towards caring for others. They delight in taking responsibility for tasks, such as tidying toys and deciding how they will share popular toys.

Children are happy, settled and keen to learn. They have plenty of rich opportunities to explore the outdoors and meet new people in the local community. Children make good progress with their physical development and enjoy being energetic in their play. For example, they learn to adapt their running pace to avoid obstacles while engaging in a fun chasing game at the park.

Children's individual needs are sensitively met by the attentive and caring childminder. This helps them to feel very safe and fosters their emotional well-being effectively. Children confidently explore the different spaces and toys in the childminder's home and are reassured that she is nearby for support.

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

- The childminder observes children closely and skilfully responds to their changing interests and learning needs. She knows the children well and plans activities effectively that focus on supporting any gaps in their development. This helps to ensure that children continue to be challenged and make good progress from their starting points.
- Children's speech and language skills develop well and they confidently communicate with others. They express their views and opinions with increasing clarity and continuously encounter new vocabulary. For example, the childminder fosters children's speaking skills as they engage in a painting activity. She asks questions about the marks they make and introduces new names for the different colours the children create.
- The childminder helps children to learn how to keep themselves and others safe. While walking to the local park, she demonstrates how to use a pedestrian crossing and talks to younger children about other road safety rules. Children are encouraged to learn how to manage risk and handle tools safely, while being supervised closely. For example, the childminder encourages them to take a closer look at the mushrooms growing in the park, before explaining that it would be unsafe to touch or eat them.
- Children are encouraged to make strong connections in their learning,

particularly when they develop their imaginative situations. For example, when children talk about their experience of travelling on a 'bendy bus', the childminder provides additional chairs to extend their pretend play. Children follow the same theme as they sit on the imaginary bus and talk about where they are travelling to.

- The childminder models positive hygiene routines and purposefully gets down to children's level to show them how to wipe their own nose and put on coats. She offers lots of encouragement, which helps to motivate younger children to make strong attempts themselves. This also helps to promote good outcomes for children's health.
- Parents speak very highly of the childminder. She keeps in regular contact with them throughout the day and shares photographs and her observations of children's activities. Parents describe the childminder as having 'a magic way' of gaining their children's trust and attention, and comment on the 'abundance of trips and outings' their children enjoy. The partnerships with other early years settings have developed well since the last inspection, which helps to promote greater continuity in children's care and learning.
- The childminder evaluates her provision effectively. She regularly seeks the views of parents and children to help identify areas of her practice to improve upon. However, the childminder's professional development is not planned precisely enough to fully enrich her existing knowledge and enhance the quality of education to even higher levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that she maintains the knowledge and understanding she needs to protect children from harm. She completes relevant safeguarding training and researches the most up-to-date guidance to help her to identify any concerns about a child's welfare. The childminder is mindful to respond to any signs that a child may be at risk of exposure to inappropriate materials while using electronic devices. She acts swiftly to report any safeguarding concerns to the relevant child protection agencies. This helps to protect children even further.

What does the setting need to do to improve?

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

- focus on strengthening the programme of professional development so that it increases the potential to drive the good quality of education to even higher levels.

Setting details

Unique reference number	EY348693
Local authority	Essex
Inspection number	10073863
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in Colchester, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- An activity was observed and evaluated by the inspector and the childminder.
- The inspector took account of the views of parents expressed in written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living in the household.

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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