

Childminder report

Inspection date: 9 September 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 warmly welcomed into an inviting and homely environment. The experienced childminder provides them with an exciting and enabling environment in which to learn. The childminder has a sound knowledge of how children learn and of child development. She effectively plans a curriculum that is ambitious and based on children's interests, what they already know and what they need to learn next. Regular planned outings enhance children's social experiences and broadens their learning further. The childminder positively promotes child-led play and in-the-moment planning is skilful in supporting children's ideas. Quality resources are accessible to children. The childminder ensures her home is appropriately adapted to meet the developing needs of the children, for example, when they learn to walk, providing ample space to develop this new skill.

The childminder is exceptionally calm and reassuring. She speaks respectfully and gently to the children as she explains what needs to happen, for example, when changing nappies. Children's behaviour is very good and the childminder models well how to treat others with kindness and respect. She supports children to begin to understand how their behaviour has an impact on others. Children demonstrate they feel safe and secure in her care and have established close and trusting bonds with the childminder and her family. Children make friendships with others attending.

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

- The quality of teaching is good. The childminder has a clear intent when planning the curriculum and what she wants children to learn. She develops a curriculum that focuses on promoting children's curiosity, building their independence, and teaching them skills for successful future learning.
- Close and accurate observation of children enables the childminder to identify what children need to learn next. She provides inviting activities to help children achieve these next steps. For example, to support pencil control, activities are readily available for children to investigate if they choose. Young children show sustained concentration and perseverance as they learn the skill of using pegs to strengthen their pincer grip.
- Children benefit from a wide range of planned activities outside of the home to extend their understanding of a wider community. Children happily walk to the local woods to feed the ducks. They learn the importance of keeping safe outdoors as the childminder is vigilant and teaches them about road safety. They are familiar with their surroundings and excitedly talk about 'the 'trip-trap' bridge they must cross. They listen intently as the childminder introduces new words to extend their vocabulary. For example, she introduces the word 'echo' as they talk and 'coot' as she explains the different ducks that swim to eat the food.

- Effective professional partnerships with parents have been established. Parents comment how 'cheerful, reliable and nurturing' the childminder is towards their children. They feel reassured that she always puts children's safety first, and that their children are happy and settled. They value her advice and support she offers the whole family.
- The attentive childminder has an extremely calm and reassuring approach when caring for young children. Toddlers are gently soothed and distracted when they are upset. The childminder is very intuitive of their needs and responds appropriately to ensure children are happy and settled. Children enjoy cuddles as they sit on the childminder's lap as they look at books.
- The childminder is aware of the importance of her own professional development. She updates her knowledge through training opportunities and webinars, and works closely with a local childminder network. She relishes opportunities to share practice and hold professional discussions with others. The childminder is reflective and makes changes to practice if appropriate to improve the positive outcomes for children attending.
- The childminder works well with parents. She shares information with them through daily conversations and photos documenting their children's day. The childminder updates them about what children are learning. However, while relevant information is in place when children first attend, fewer effective opportunities are in place for parents to contribute to their child's ongoing progress.

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:

- work even more closely with parents, to routinely gather detailed information about their children's learning and experiences at home to help promote learning to the highest level.

Setting details

Unique reference number	EY348919
Local authority	Essex
Inspection number	10355364
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	27 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Colchester, Essex. She operates all year round from 7am 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

Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programmes.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.

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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