

Childminder report

Inspection date: 16 December 2019

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 thoroughly enjoy spending time with the enthusiastic childminder in her comfortable and welcoming home. They look forward to an exciting range of activities that promote their learning, both indoors and outside. The childminder takes children on regular outings to gymnastics, forest school and local playgroups. This supports the development of children's confidence and social skills.

The childminder has a vast array of high-quality toys and learning resources that children choose from during their free play. She plans activities around themes such as Diwali and Christmas. The childminder teaches children well. Older children are encouraged to develop their muscle control ready for when they learn to write. Children learn to use tools such as large tweezers and paintbrushes. They practise their grip as they explore gloop, coloured rice and artificial snow. The childminder supports children to count as they experiment with coloured, glittery craft materials. She enthusiastically says 'pop' as young children manage to pull pretend snowballs free from the sticky gloop.

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

- The childminder places high importance on supporting children to become strong and effective communicators. She personalises well-known rhymes, which successfully enhances children's engagement. For example, they enjoy singing about 'Christmas puddings in a baker's shop'. The childminder also supports and extends children's vocabulary as they play. They describe pretend grapes as 'purple' and 'sour'. Children take part in conversations and enjoy sharing jokes with the childminder as they peel their own fruit for snack.
- Children have regular opportunities to play outside in the childminder's purposefully designed garden. This helps supports their health and well-being. Children relish this active time and demonstrate how they can move at speed using wheeled toys. Children have fun running around and spend time drawing together on a large chalkboard.
- The childminder encourages children to eat a variety of healthy and nutritious foods through the home-cooked meals she provides. Children are supported to be sociable and learn good manners as they sit together.
- The childminder regularly evaluates where children are in their development. She shares these high-quality assessments with parents and works with them to support their children to make progress. Parents value the regular communication they have about their children's learning. They feel well informed and value the childminder's kind, caring and patient approach.
- The childminder has completed some training opportunities. However, her professional development is not yet sharply focused on driving the quality of teaching to the highest level.

- The childminder teaches children how to share and take turns. When children experience strong feelings, the childminder ensures that she gives them extra support. This helps children to recognise and cope with their emotions. Children's self-care skills are developing. Occasionally, the childminder misses opportunities to encourage children to think about caring for their environment, such as tidying up after themselves.
- The childminder helps children to learn about and respect one another's differences. She uses various techniques to do this. For example, she plays short films about children from different backgrounds to help children understand about the lives of others.
- Children develop their imagination. They become engrossed in role play as the childminder encourages their interest. For example, she suggests that they make special 'potions' out of the props that she provides. Children are keen to comment on the magic that their potion will create.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed several training courses relating to safeguarding children. This has helped her to develop a secure knowledge of the possible indicators of abuse and neglect. The childminder has policies in place that she follows if she has concerns about the safety or well-being of a child. The childminder understands wider safeguarding issues, such as radicalisation. She confidently explains the actions she must take if she has concerns about these issues. The childminder supervises all visitors to her home. She demonstrates her commitment to ensuring the safety and well-being of children in her care.

What does the setting need to do to improve?

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

- strengthen plans for professional development to ensure an up-to-date understanding of practice issues and to further enhance the, already good, teaching
- enhance the opportunities for children to develop their ability to care for their environment and further build on their responsible attitudes.

Setting details

Unique reference number	EY357254
Local authority	Essex
Inspection number	10127178
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	15
Date of previous inspection	22 September 2014

Information about this early years setting

The childminder registered in 2007. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector observed care and learning activities in the childminder's home and garden and evaluated the impact of these experiences on children.
- The inspector discussed with the childminder the learning opportunities that she offers children and the reasons behind her choices.
- The inspector looked at evidence of the suitability of the childminder's assistant and household members. First-aid training certificates were viewed.
- The inspector carried out a joint evaluation of a planned activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector read written feedback from parents and considered their views about what the childminder provides.

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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