

Childminder report

Inspection date: 23 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. They quickly form a bond with the childminder. Children feel safe and confidently participate in new experiences, for example when they explore play equipment in the park. The youngest children feed ducks and point to the dogs they see with interest. This helps them to become more comfortable around animals.

Children complete activities that help them to develop their coordination. They hold puzzle pieces by small handles and persevere as they put the pieces in the correct places. The childminder motivates and praises them. Children develop their understanding of shapes and learn new mathematical vocabulary. For instance, they push different-shaped blocks into corresponding holes in shape-matching toys and repeat the shape names as they play.

Children attend local playgroups, which helps to strengthen their social interactions with others. They confidently explore their surroundings. The childminder stays close by to reassure and help them. The youngest children demonstrate their positive behaviour as they share the toys with others. Older children interact positively with younger children. They kindly read stories to them when they return to the childminder's home after school.

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

- The childminder communicates effectively with other professionals in a range of ways. She holds daily discussions with staff at other settings children attend, such as Reception teachers. She gathers information on what the children are learning at school. This helps her to build on their existing experiences. The childminder networks with other childminders. They hold professional discussions and share ideas and information about their roles.
- The childminder has strong relationships with the parents of the children who attend. She gathers information from them regarding the children before they start with her. Parents feel well informed about their children's progress. The childminder holds regular discussions with them and shares strategies and ideas. This helps parents to support their children's learning and development at home.
- Children keenly help to complete tasks, such as tidying up. The youngest children eagerly help to pick up balls of cotton wool that fall on the floor. They persevere until everything has been picked up. The childminder uses praise and encouragement to keep them focused and motivated until the task is complete.
- The childminder promotes children's language and communication skills effectively. The youngest children enjoy moving and dancing to familiar songs. They begin to join in with familiar phrases. Children learn new words rapidly. The childminder provides children with a narrative as they engage in imaginative

play. Children enthusiastically share their new vocabulary. For example, they say, 'Yum' as they pretend to eat toy food.

- The childminder provides children with a range of healthy and nutritious meals. Children eagerly self-select from the fruit on offer at snack time. Parents comment that their children enjoy trying new foods. Children help prepare meals once they are developmentally ready to use tools, such as knives. The childminder talks to them about how to use the tools correctly.
- On the whole, the childminder helps children to stay safe and understand the rules that are in place. Older children learn about how to use technology safely. The childminder explains to younger children that they need to walk instead of run so that they do not hurt themselves. However, the childminder does not consistently support the youngest children to understand and follow the rules in place during some aspects of the daily routine, such as snack time.
- The childminder knows the children in her care well. She is aware of their interests and individual stages of learning. She generally provides children with appropriate learning opportunities. However, she does not always plan creative activities carefully enough to ensure that they are relevant to the children who are participating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her roles and responsibilities in relation to safeguarding. She completes relevant training, which helps her to keep her knowledge up to date. She implements her safeguarding policy effectively. The childminder is aware of who to raise any safeguarding concerns with. She is vigilant in monitoring the children and knows the possible signs of abuse and neglect. The childminder also has a strong knowledge of wider safeguarding issues, such as identifying those children who may be at risk of exposure to extreme views and behaviour.

What does the setting need to do to improve?

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

- give children clear and consistent messages to embed their understanding of how to follow daily routines so they know what is expected of them
- enhance the planning of creative activities further to ensure that they are relevant so that children can maximise the learning that takes place.

Setting details

Unique reference number	EY365385
Local authority	Essex
Inspection number	10062980
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	6
Number of children on roll	8
Date of previous inspection	27 October 2015

Information about this early years setting

The childminder registered in 2007 and lives in Loughton. She operates all year round from 8am until 6.15pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jennifer Hardy

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding.
- The inspector read written references from parents and took their views into consideration.
- The inspector observed the childminder's interactions with children. She held discussions with the childminder regarding the impact of her teaching on children's learning.
- The inspector interacted with the childminder and children at appropriate times throughout the inspection.
- A small sample of the childminder's documentation was viewed by the inspector.

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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