

Childminder report

Inspection date: 15 November 2023

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 play enthusiastically in the childminder's welcoming home. They enjoy playing with a range of resources that stimulate their interests. The childminder skilfully uses conversation to help to develop children's vocabulary. Children talk confidently during their play and the childminder helps by providing a narrative. Books and stories play an important part in the routine of the day. The childminder recognises the value of making up her own stories and imitating voices. The children join in and use play figures to act out the story.

Children have good manners, which the childminder promotes in everyday routines. Children eagerly help to tidy away toys, and wash their hands before snack time. The childminder promotes hygiene practices and encourages children to be independent. Children behave appropriately and are learning to take turns. They respond positively to praise that the childminder gives them. Children say 'pardon' when they do not hear what was said. The childminder praises them for their politeness.

Children are independent and keen to have a go at tasks themselves. They enjoy cooking and being able to cut up their own bananas. They help to measure out ingredients and learn how to mix. Children enjoy growing sunflowers and learning how to care for pets. They experience lots of opportunities to be outside and learn about the world. The childminder skilfully adapts play experiences so that all children can take part.

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

- Children are taught about making healthy choices, being active, and how different things, such as exercise, can help you grow. The childminder supports parents in learning about healthy food choices, and this is promoted in packed lunches. Children benefit from lots of physical activity and fresh air. They learn about recycling and how it has an impact on the environment. The childminder creates an environment where talking and listening are important. Children build their self-esteem and confidence. Their voice is heard and valued.
- Children join in with counting and use colour names. They describe size and shape, using arm movements to demonstrate 'it's this big'. The childminder introduces mathematical language while the children build towers, asking them 'how many more?'. Children make up games, such as covering their eyes and trying not to peek while the childminder hides a toy. They learn to socialise with both adults and their peers. This helps them to practise negotiating and turn taking. Children start to develop their motor skills through mark making and exploring play dough. However, opportunities to extend these skills even further are missed during some play experiences.

- The childminder helps to prepare children for the next stages of their education. She works with other professionals and shares information to support transitions. Children are given lots of experiences that help them to learn lifelong skills. They are well supported to have the freedom to learn in a safe environment. Children with special educational needs and/or disabilities are supported. The childminder creates an atmosphere where children feel relaxed. The provision is inclusive, and children learn the value of this from being in the childminder's home.
- Parent partnerships are good. Parents are happy with the care provided and feel that the childminder is professional. The childminder communicates effectively with parents and provides information about their child's day. Parents trust her and know that their children are safe. Children have developed warm relationships with the childminder, and parents recognise this as a strength. The childminder helps parents with support and advice, enhancing their partnership working in a positive way. The childminder completes observations and assessments. She uses these to plan for children's next steps and shares her findings with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and her duty of care. She can recognise different signs of potential abuse. There is a clear procedure in place for reporting concerns and when to involve outside agencies. The childminder knows about current local issues and can talk confidently about them. Children are taught about road safety as part of everyday routines. The premises are safe and secure. Effective risk assessments are carried out indoors and outdoors. Records are kept of children's attendance and are monitored.

What does the setting need to do to improve?

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

- build on and extend children's learning experiences with high-quality teaching opportunities, particularly with regard to mark making.

Setting details

Unique reference number	EY366551
Local authority	Essex
Inspection number	10289338
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	10
Date of previous inspection	21 November 2017

Information about this early years setting

The childminder registered in 2008 and lives in Essex. The childminder offers care during term time from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Helen Clutterham

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector all areas of the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector had a discussion about the intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- 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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