

Childminder report

Inspection date: 20 May 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

The childminder creates a warm and homely environment. Her nurturing approach and the abundance of praise she offers, supports children to feel safe and secure in her care. Children demonstrate close bonds with their childminder and are highly confident, especially in new situations. They approach her for support in tasks and cuddle up to their childminder when in need of comfort and reassurance.

The childminder creates an exciting learning environment. She plans activities that are based on children's interests and allows them to develop their ideas further. For example, when children explore kitchen role-play resources, they use blankets to create a cosy den and pretend that it is their own house. Children also enjoy a wealth of opportunities outside of the childminder's home. They attend various structured play sessions to support their social development. When engaging with larger groups, children learn to play cooperatively and take turns. Children can be seen putting these kind behaviours into practice in the childminder's home. For example, during a craft activity, children pass one another paper and pens and compliment each other on their drawings.

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

- The childminder knows the children she cares for well. She gathers detailed information from parents from the start and uses this as the basis of her teaching. The childminder makes good use of ongoing assessment to monitor children's progress. When she identifies gaps in children's development, the childminder is swift to seek and act on advice from other professionals. This supports all children in her care to make good progress from their starting points.
- Children delight at completing age-appropriate tasks in the childminder's home. Older children confidently manage essential hygiene procedures, such as washing their hands with minimal support. All children help to tidy away activities throughout the day. They understand how this keeps the environment safe for them to play. These skills prepare children well for the routines expected at school.
- The childminder regularly evaluates all aspects of the care she provides. She seeks feedback from parents and other professionals to enhance her practice. For example, she has recently made changes to her induction process. The information she now gathers helps her to provide more targeted teaching for children that better supports their progress.
- The childminder adapts her teaching well to meet the needs of the wide age group of children who attend. For example, when drawing pictures of their favourite animals, older children confidently identify and write the letters in their name. In the same activity, younger children explore the different colours they

use and the shapes they draw. However, play can be dominated by the more outgoing children. The childminder's attention sometimes gets diverted away from supporting the quieter children in the group.

- Children enjoy nutritious meals and snacks and have access to fresh drinking water throughout the day. The childminder supervises children well at mealtimes, developing their understanding of healthy eating and appropriate table manners. Children have plenty of opportunities to be active. They have access to physical play in the large safe garden. Children also attend regular dance and sports sessions with their childminder. As a result, children are developing a good understanding of healthy lifestyles.
- Children are well prepared for their next stage of learning. The childminder has a good understanding of how children learn best and provides learning opportunities based on their interests and needs. For example, children are excited to explore the modelling dough they helped to make. The childminder encourages them to use their hands and fingers to 'roll' and 'pinch' the dough into shapes. This helps them to develop the muscle strength and fine motor skills required for writing.
- The childminder develops a positive relationship with parents. She regularly shares information about children's daily routines and their progress. Parents value the close relationship children have with the childminder and her family. They acknowledge the positive impact this has on children's emotional well-being.

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:

- identify ways to better support all children in group activities, specifically those who are quieter and less dominant.

Setting details

Unique reference number	EY367601
Local authority	Essex
Inspection number	10339367
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 2008 and lives in Hoddesdon. She operates all year round from 7am to 5.30pm, Monday to Thursday, 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

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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