

Childminder report

Inspection date: 29 January 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 and babies are confident, happy and safe in the childminder's care. She helps them to settle quickly as she provides a calm, warm and nurturing environment where they play and learn in comfort. The childminder provides a welcoming home-from-home childcare setting where parents are invited to share in their children's learning. She is sensitive to individual children's emotional and physical needs. The childminder gives reassuring support to parents and loving care to children.

The childminder builds her curriculum on information gained from parents and from her own observations. She tracks children's progress carefully and understands their individual learning needs. The childminder knows what children need to learn next and how to maintain their interest in the good-quality resources and activities that she provides. Children behave well. They share toys with their peers and play well together.

The childminder promotes children's language development well. She gives encouraging support for children who speak English as an additional language. The childminder talks to children in clear tones to promote their speech. She listens and reads books to them, repeating words as they point to the pictures. Children have opportunities to learn outdoors as the childminder provides activities in her garden. They walk to local schools and playgroups every day and play in parks, developing their physical skills and exercising their muscles.

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

- The childminder supports children and babies to develop their independence. She encourages them to put on their boots for outdoor play. She teaches them to zip up their all-weather suits. The childminder ensures that all children make good progress in their learning. She recognises when illnesses and accidents cause children to regress in areas of their development and lose confidence. She supports them to speedily regain their progress with patience and care.
- Children thrive in the childminder's care. She works closely with parents to ensure that all dietary and medical needs are met. The childminder supports children's personal hygiene, and they wash their hands eagerly when it is time for them to eat. They sit still at the table and eat the healthy meals and snacks with enjoyment.
- Parents are enthusiastic in their praise of the care given to their children. The childminder works closely in partnership with parents and gets to know whole families through home visits and shared outings. Parents are welcome to spend time in the setting, and children benefit from this as it helps them to feel safe and secure.

- The childminder plans her activities around the learning needs of the children. She provides attractive activities that draw children's interest. For example, children develop their fine motor skills as they pour water from teapots to cups. They learn new words, such as 'cha', when using teabags to make pretend tea. The childminder encourages children to try using scissors to cut open the bags and examine the contents inside.
- Children concentrate well with their water activity. They line up the cups and squirt water with syringes. Children transport toy polar bears and penguins from one activity to another, and the childminder teaches them more new words such as 'iceberg' and 'ocean'. She promotes language development extremely well. However, the childminder does not consistently promote the use of mathematical language during activities when children fill and empty containers and choose toy bears of different sizes.
- Children and babies are safe in the childminder's care. She carries out risk assessments of her setting and when she takes children on outings. The childminder supervises the children well, and they are always within her sight and hearing.
- The childminder manages her setting well. She keeps daily records of children's learning and development to share with parents. Parents say how much they enjoy receiving her updates on their children's progress along with photos of them engaging in her activities. The childminder is keen to continually improve the quality of her setting and her practice. She takes regular training to keep her knowledge and skills up to date. The childminder evaluates her practice and takes account of the views of parents and children.

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:

- make more effective and consistent use of mathematical language during activities to enhance children's knowledge of colours, shapes, counting, volume and size.

Setting details

Unique reference number	EY367673
Local authority	Essex
Inspection number	10308241
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2007 and lives in Waltham Abbey, Essex. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jenny Forbes

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 her evaluation of the setting.
- The childminder discussed her intentions for children's learning and how she implements her early years foundation stage curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The children communicated with the inspector during the inspection.
- The inspector spoke to several parents and read parental testimonials.
- The inspector viewed relevant documentation, including the childminder's paediatric first-aid certificate and suitability documentation.

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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