

Childminder report

Inspection date: 6 February 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 fosters warm, trusting relationships with children, who feel safe in her care. She places children's needs and interests at the heart of her provision. This prompts children to learn and engage in purposeful play. Children skilfully connect pieces of train tracks, using problem-solving techniques. Babies confidently pull themselves up and cruise along furniture while learning to walk. The childminder reads to children to promote their communication and language development. As a result, children show a keen interest in books, turning the pages and pointing to favourite characters.

The childminder ensures that children have access to fresh air during outdoor play. In the garden, children become 'chefs' in the mud kitchen, and babies walk with push-a-long toys. The childminder provides children with opportunities to learn about the wider world. Children learn about cultures beyond their own, such as Chinese New Year. They discover the wonders of the natural world on outings to farms and wildlife centres.

The childminder is an excellent role model who encourages positive behaviour. Children learn to express their feelings and find comfort when upset. They share and take turns while playing games with others. Children have a sense of who they are and confidently express their preferences. The childminder ensures children's safety on trips by carrying out robust risk assessments.

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

- Children enjoy the freedom of choice and self-select activities. Babies explore push-button toys and squeal when they light up or make a noise. Older children construct with blocks and enjoy the challenge of balancing them on top of one another. They use their fine motor skills to paint pictures on the easel. Babies laugh in the ball pool while learning how to throw balls over the side.
- The childminder's adept use of assessment determines children's stage of development. This enables her to plan effectively for children's future learning. Children extend their imaginations and creative skills during art and craft activities. They choose their favourite colours to skilfully draw on paper, guiding adults to join in. Babies learn how to negotiate space while whizzing around the floor chasing after toy cars.
- Children's day is structured with well-established routines. They can anticipate what may happen next, such as when it is time for snack. The childminder promotes healthy eating, offering children fresh fruit options first. Children learn the importance of personal hygiene routines, and they wash their hands before meals.
- Children's behaviour is good. The childminder teaches young children about

tolerance and kindness. Children sit, share resources and wait patiently for their turn. They gain self-esteem and resilience by practising their skills. Babies are proud and excited when they balance their trains on top of each other. Older children show off the art masterpieces they have created. The childminder praises and celebrates children's achievements.

- The childminder enquires about children's abilities and routines before they start at the setting. This enables her to tailor settling-in sessions to meet children's individual needs. The childminder has well-established professional relationships with local teachers, which means children make excellent transitions to school.
- The childminder has expert knowledge and experience in supporting children with special educational needs and/or disabilities. Her work alongside other professionals guarantees that children have access to vital support. As a result, children make clear progress in their learning and development.
- Parents speak highly of the childminder. They receive daily reports about their children's experiences and development. They feel supported by the childminder, who tailors her provision to meet the needs of individual families. However, the childminder does not advise parents on home learning opportunities. This means children's learning is not always a continuous process.
- The childminder is committed to extending her professional development. She uses local networking as a tool to evaluate and improve her teaching. She keeps abreast of changes to guidelines and legislation. As a consequence, children make good progress in their learning and development in the setting.

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:

- strengthen opportunities for sharing ideas and activities with parents to support and extend their children's learning at home further.

Setting details

Unique reference number	EY370295
Local authority	Essex
Inspection number	10311811
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Harlow, Essex. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Cranny

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 childminder.
- The inspector spent time observing the quality of education and teaching.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder and the inspector completed a learning discussion together to understand how her provision is organised.
- The inspector talked to parents and took account of their views.
- The childminder shared documentation, including evidence of suitability and training certificates, with 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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