

Childminder report

Inspection date: 20 July 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 form strong attachments with this warm and nurturing childminder. These close relationships help children to feel safe and secure. Children are relaxed and settled in her welcoming, home-from-home environment. Children make independent play choices from a range of age-appropriate resources. They choose where they play, moving freely between the inside playroom and garden. Children show confidence, smiling happily when visitors interact with them.

Children experience a balance of free-choice and planned activities that support their interests. For example, they create freely as they glue leaves and twigs onto cardboard shapes to make collages. Children have enormous fun as they stamp their feet in water and make footprints on the childminder's patio. They show good imagination in pretend play as they use telescopes to look for treasure. They invite the childminder to join in with their play, and they laugh loudly when she pretends to eat the pretend food they offer her. Children enjoy playing together. They are kind to each other and demonstrate a good understanding of the boundaries in place at the setting.

Children benefit from planned activities outside of the childminder's home. They attend regular toddler groups, spend time at the local allotments and visit the beach and forests. The childminder uses these outings to extend children's learning and to help develop their social skills.

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

- The childminder is a good role model. She is calm and patient and promotes positive behaviour through praise and encouragement. The childminder gives children clear and consistent reminders and simple explanations of the rules. She supports children to learn good manners and to take care of the environment. For example, she encourages children to say 'please' and 'thank you' at mealtimes, and to help tidy away toys once they have finished playing with them.
- Children's communication and language development is supported well. The childminder interacts consistently with children as they play and explore the environment. She speaks slowly and clearly and introduces new vocabulary, encouraging children to repeat the words. For example, she uses the words 'metal' and 'magnets' as children play with tin money boxes. Children enjoy listening to stories and show interest as the childminder encourages them to look at the pictures.
- The childminder encourages children to work things out and do things for themselves to help them to become independent. For example, she motivates children to persevere, through trial and error, to open different locks using a

variety of keys. At snack time children use a knife to spread cheese on crackers, showing good control. They develop good self-care routines. For example, they know they must wash their hands before eating and after using the toilet.

- The childminder is clear about the skills and knowledge she wants children to know and do before moving on to school. She works closely with staff at the local school to share information about each child before they start. This helps children to move on to school confidently and promotes continuity in their learning.
- The childminder supports children's mathematical development. Children learn how to recognise and name shapes. The childminder weaves counting into everyday activities. For example, as children put on plastic gloves to pretend to be doctors, she encourages them to count the number of fingers.
- The childminder improves her knowledge and skills through reading and research. She has developed good relationships with other local childminders. They regularly meet up to plan joint activities and share good practice to help enhance children's experiences.
- Parents are happy with the care their children receive. They comment that the childminder's home is a happy environment and children enjoy spending time there. They say she knows the children well and is supportive of their needs. Parents say communication with the childminder is good and that she is very flexible in her approach.
- The childminder knows the children well. She uses assessment to identify what they know and can do. However, the childminder's plans for learning often focus on topics rather than what it is children may need to learn next in their sequence of development, to ensure that they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to safeguard children. She maintains a good knowledge of safeguarding, completing regular training to help keep this up to date. The childminder understands how to recognise possible concerns in a child's life and knows who to report these to without delay. She knows what to do should she have concerns about another professional's practice or if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- plan learning to focus more precisely on what each child already knows and needs to learn next, to help them make the best possible progress.

Setting details

Unique reference number	EY371568
Local authority	Essex
Inspection number	10280138
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	2 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 September 2017

Information about this early years setting

The childminder registered in 2008 and lives in Colchester, Essex. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Marisa White

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector discussed and reviewed activities.
- Parents shared their views of the setting with the inspector.
- The inspector talked with children at appropriate times throughout the inspection.
- 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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