

Childminder report

Inspection date: 22 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, welcoming and friendly environment to help children to feel safe, settled and happy. They confidently approach her for cuddles with broad smiles on their faces. Their interactions are reciprocated by the childminder giving them hugs and speaking in a kind and caring way. Children show that they have a good understanding of the childminder's house rules and daily routines. For example, they independently wash their hands in preparation for snack or mealtimes and place the toy used to hold a gate open in its place so that they can safely transfer from one room to another. Children behave respectfully towards each other. They use good manners and share toys well. The childminder helps them to negotiate the sharing of resources by using sand timers and clear explanations about waiting for their turn.

Children are provided with very good opportunities to explore the world outside of the childminder's home. They regularly go for walks in the local area, visit parks, the beach, woods and other places of interest. The childminder uses every experience as a teaching opportunity. For example, a recent trip to the beach included children being able to meet the beach lifeguards and speak to them about their job and how to stay safe near the sea.

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

- The childminder has worked hard since her last inspection to improve her leadership and management skills. She ensures that appropriate suitability checks are in place for assistants, maintains accurate records and has improved her knowledge of how to keep such records safely and within current data regulations. The childminder has been working closely with the local authority partners to improve her curriculum for children.
- The childminder supports her assistant well. They work together for the core hours of the day. The childminder and her assistant are committed to strengthening and improving their knowledge. They regularly attend training and use guidance on the internet to update their procedures and working practices. The childminder seeks specific training that she believes will help her to improve outcomes for children, such as a speech and language training course.
- Children enjoy playing freely with the large selection of toys and resources available to them. The childminder dedicates much of her home to create a well-organised and inviting learning environment. Children make choices from the resources in the first-floor playroom and transport them into the lounge. The childminder supports them to explore their chosen toys and sits with them to join in their play.
- The childminder enhances the children's language by introducing new

vocabulary and using words and sounds relating to the children's play. At times, however, the atmosphere becomes quite loud and excitable, potentially hindering the children's language development. The childminder asks children questions to encourage their thinking, but does not always give them the time to consider their thoughts and respond.

- The childminder displays posters around the dining room to create a print-rich environment. These include posters displaying numbers, enabling children to learn how to recognise numbers. There is, however, less emphasis placed on incorporating numbers, counting and simple mathematics in the children's everyday play.
- The childminder has a very good relationship with the children's parents. She works in partnership with them to tailor her childminding provision to meet their children's individual needs. Parents provide the childminder with feedback on her service and comment that their children are very happy and settled in the home-from-home environment the childminder creates.
- Children enjoy being creative. They enthusiastically model dough into a range of shapes and pretend foods. They converse with the childminder as they create pizzas and ice creams for her. Children proficiently use the tools and resources available to roll, cut and shape the dough, effectively supported by the adults.
- Children enjoy playing in the childminder's garden. They cooperate with each other and share the resources. Children enjoy transporting the sand from one container to another and using the physical play equipment. The childminder is on hand to support their exploration, encouraging them to try new experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture of 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 the implementation of mathematics to support children to use numbers and counting during their play
- develop further the use of appropriate questioning skills to allow children time to really consider their responses and work things out for themselves.

Setting details

Unique reference number	EY377407
Local authority	Essex
Inspection number	10341024
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	12
Number of children on roll	13
Date of previous inspection	12 March 2024

Information about this early years setting

The childminder registered in 2008 and lives in Colchester, Essex. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning discussion together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder and the inspector discussed an observation of an activity and how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents provided the inspector with written and verbal feedback.
- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.

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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