

Childminder report

Inspection date: 18 October 2022

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 are happy and settled in the childminder's welcoming home. They are polite and use their manners well. Children receive plenty of praise and encouragement for their achievements, promoting their self-confidence and emotional well-being.

Children lead their own play and learning. They readily choose from the varied range of toys and resources available to them. Children enjoy the opportunities to engage in conversation with the childminder as they play and learn. For example, children curiously look at spiders on their playhouse. The childminder encourages children to ask questions about them. Together, they talk about the different shapes of the spiders' bodies and lengths of their legs. Children demonstrate that they feel safe and secure in the childminder's home as they explore the activities provided. However, at times, there are too many activities and resources on offer. As a result, children sometimes lose concentration and move from one activity to another before meaningful and intended learning can take place.

Children's social skills are promoted well. They attend different groups with other childminders and their children. This helps children to be confident in new situations. As a result, they happily interact with other children and adults.

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

- The childminder knows the children well and talks confidently about where they are in their learning and development. She recognises that children have different experiences outside her home and ensures that she adapts her practice to support individual children. For example, for children who have no siblings, she ensures that they have the opportunity to play with other children. This means that children develop the skills they need for their future learning and development.
- Children's speech and language are supported well. The childminder focuses on supporting children's language and communication development. She provides a running commentary to children's play. She introduces new words to children's growing vocabulary. For example, when children make drinks for her in the role-play area, she asks them if they are the 'barista'. To support their understanding of these new words, she links them to experiences that they have shared. As a result, young children speak confidently and demonstrate a wide range of vocabulary.
- The childminder notices what children are interested in and plans activities to extend their interests further. For example, when children show a fascination in vehicles, the childminder uses this to help engage them with songs about the wheels on a bus. She provides small-world vehicles for children to develop their

imaginary play. This helps to build on children's interests and experiences.

- Children's physical skills are developing well. They have daily opportunities to be active outdoors. Children use the balance bicycles with confidence in the garden. They use rolling pins and cutters to shape play dough. This helps to develop the muscles in their hands, which they need to successfully hold and control a pencil.
- The childminder does not consistently make the most of every opportunity to support children to develop their independence. For example, she sometimes offers more support than children need to complete tasks, such as putting on shoes or peeling their own fruit. This does not encourage them to develop confidence in doing things for themselves.
- The childminder values her communication with parents and other providers. She works closely with families and the different settings children attend. The childminder ensures that she knows what progress children make outside her home so she can build on their learning effectively.
- The childminder uses self-evaluation well. She reflects on her provision and works closely with other childminders to share ideas and good practice. The childminder has attended training courses to support her skills and knowledge. This has a positive impact on children. For example, she attended a behaviour course to help develop new strategies to support children's good behaviour. She now focuses on helping children to identify their actions and feelings. This approach contributes to children's good behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to safeguard children. She has a good knowledge of the signs and indicators that may suggest that a child is at risk of harm or abuse. This helps to ensure that children's well-being is promoted. The childminder is aware of the wider safeguarding issues, such as county lines. She has completed further training to ensure that she knows the correct procedures of reporting allegations against herself or a member of her household. She holds a relevant paediatric first-aid certificate.

What does the setting need to do to improve?

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

- support younger children to develop their engagement and concentration skills
- extend everyday opportunities for children to develop their independence further.

Setting details

Unique reference number	EY382864
Local authority	Southend-on-Sea
Inspection number	10254559
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	5
Date of previous inspection	16 March 2017

Information about this early years setting

The childminder registered in 2008 and lives in Southend-on-Sea, Essex. She operates her provision all year round, from 8am to 6pm, Monday to Friday, 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

Shelly McDougall

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 viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Discussions were held between the childminder and the inspector to help establish the childminder's understanding of how to safeguard the children in her care.

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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