

Childminder report

Inspection date: 10 January 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 are happy and confident in their play. They have a warm and trusting relationship with the childminder, which enables them to feel safe and secure. Children choose their own activities from accessible resources, which promotes their own independence. Children behave well. The childminder praises children when they share their toys with each other and also when they have a go at activities they are unsure of. Children self-register in the mornings and find their name and place it on the board. They talk about the childminder's animals and also the other children who are not in on that day.

Children enjoy high levels of engagement in sensory-play activities. These are planned to build on their recent experiences, for example of snow. Children have great fun exploring the foam, using all their senses, and enjoy finding the animals while having a 'snowy day' story read to them. Children's needs are continually identified by the childminder, and they are given snack when hungry and cuddles when tired. Children recall familiar songs while they are playing and are proud of their achievements, for example when they use different-shaped keys to open a car box.

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

- The childminder has a clear vision of the children's needs and interests and excellent knowledge on how to plan for their next steps in learning. The intent of the adult-led activities is regularly reflected on by the childminder to ensure that all children's needs are being met and the children take the lead in what they would like to do.
- The childminder supports the children in their play and continues to incorporate mathematics into their activities by talking about shapes, using shape puzzles and counting. The childminder provides a range of activities, both inside and outside, for the children to access. The children enjoy exploring the puzzles, cause-and-effect toys and vet's role play.
- The childminder takes the children on regular visits to the local church and toddler groups, where they are able to become involved in the community and build on their cultural experiences. The childminder promotes a love of books by taking the children to the local library, where they can choose a book to share together. The childminder reads to the children throughout the day, as she recognises that a set story time is not suitable for the children she has at the moment.
- The childminder promotes the children's good behaviour by positive role modelling. She uses puppets and distraction techniques and also speaks to the children in a calm manner. Children show good manners and say 'please' and 'thank you' throughout the day.

- The childminder provides a healthy daily snack which gives the children a choice of what they would like. Children ask for banana and then breadsticks with hummus. The childminder encourages children to be independent. Before snack and lunch time, she reminds them to pull up their sleeves and wash their hands.
- The childminder has an excellent partnership with the parents. Her robust settling-in procedures, as well as sharing regular online updates and daily communication at pick up and collection times, allow for successful information sharing.
- Parents praise the childminder, saying it is a 'calm and nurturing' environment. Parents are also delighted with the 'varied activities' where the children spend 'a lot of time outside with nature'.
- Some of the children attend other early years settings. The childminder is aware that she can contact them if she has any concerns. However, there is no regular partnership working with these other providers to ensure there is continuity of care and understanding of the children's individual needs and ongoing learning.

Safeguarding

The arrangements for safeguarding are effective.

Children feel safe and secure in the childminder's home. She meets all their needs sensitively and with a caring and calm manner. The childminder has a good knowledge of safeguarding and how to keep children safe. She is also aware of wider safeguarding issues, such as identifying and supporting families who may be exposed to issues regarding county lines. The childminder can identify the signs of abuse, and she is also aware of who she would need to report any concerns to or gain advice from. The childminder has attended regular safeguarding training to ensure that her knowledge is up to date.

What does the setting need to do to improve?

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

- establish effective partnerships with other early years settings that children also attend to ensure that all opportunities to support children's ongoing progress are fully used.

Setting details

Unique reference number	EY389513
Local authority	Essex
Inspection number	10263494
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	11
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Rayne, Essex. She operates during term time from 7.45am to 6pm, Monday to Friday. She also provides a holiday club when needed.

Information about this inspection

Inspector

Helen Taylor

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together of all areas of the provision and talked about the curriculum and what the childminder wants the children to learn.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke to the inspector during the inspection.
- The inspector spoke with the childminder about cultural capital and how this has an impact on the curriculum.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.

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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