

Childminder report

Inspection date: 13 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and nurturing home-from-home environment. Children demonstrate wonderfully secure attachments to the childminder. They show happiness and enjoyment as they explore the well-resourced, interesting environment. Children explore with confidence and are encouraged to make choices about their day, including what fruits to eat for snack.

The childminder acts as a positive role model. Children are clear about the expected behaviours. They are praised and given clear explanations about their positive choices. As a result, they behave well and listen to instruction and direction. Children are very independent. The childminder provides a range of opportunities to support this. Children wipe their noses and peel and cut their fruit. They are becoming aware of their personal care needs and how to manage them by themselves.

There is a carefully considered curriculum that supports children to make progress across the seven areas of learning. They access enjoyable activities, such as transporting and posting dried pasta. The childminder encourages children to lead their play as they explore and investigate the water tray in the garden. They enjoy pouring water and filling containers. Children patiently await the arrival of the bin lorry. They show the utmost excitement when the bin lorry arrives, and they go outside with the childminder to watch.

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

- The childminder has developed a curriculum that supports children to make progress from their starting points. Children hear a broad range of vocabulary. The childminder narrates alongside children's play, naming and describing and using new and interesting words.
- Children have access to a range of books that provide stories, rhymes and sensory experiences. The childminder uses stories to support children with a range of life experiences, such as when children are expecting a new sibling to be born. Children enjoy singing familiar rhymes, such as 'Twinkle, twinkle little star'.
- Children are developing mathematical concepts. The childminder weaves mathematical language through every activity. For example, children count how many pieces of skin they peel from a satsuma. Children count with fluency. The childminder gently reminds them when they miss out a number.
- The childminder uses effective assessments to identify what children know and can do. She plans next steps to build on children's knowledge and skill, which are based on their range of interests. However, these next steps are not always ambitious enough to stretch and challenge children's thinking and learning. As a

result, children are not always able to fully explore their keen interests and integrate new learning into broader concepts.

- Children are becoming aware of the wider world. They enjoy activities about Eid and decorate candles. Children are learning about a range of feelings and emotions. They are becoming more aware of their own actions and how this affects others. They sweep up the spilt pasta from the floor to keep the space tidy and safe.
- The childminder is helping children to develop an understanding of healthy lifestyles. In the garden, they grow a variety of fruits and vegetables, including strawberries, aubergines and Asian pumpkin. Children pick fruits and include them in their snacks and meals. Children are regularly reminded to drink water to stay hydrated. They pour their water from a jug at snack time.
- The childminder has established excellent relationships with parents, schools and other professionals. She shares information appropriately to ensure that children receive tailored learning experiences that help them to make progress. Parents share their gratitude for the support that they receive from the childminder and how knowledgeable she is.
- Children's progress is shared with parents regularly. They are active participants in their child's learning, sharing information and updates about their children. Parents are kept up to date with the daily activities through 'parent diaries'. These go back and forth between the childminder and home, ensuring effective and open communication.
- The childminder is highly reflective. She welcomes feedback about her service and seeks new ways to develop her curriculum and teaching. The childminder has attended a number of training courses, including 'Autism awareness'. This supports her to develop new knowledge, evaluate her practice and make any necessary changes.

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:

- develop further the next steps for children's learning that extends and deepens their knowledge, enabling them to apply new knowledge in broader concepts.

Setting details

Unique reference number	EY393565
Local authority	Thurrock
Inspection number	10335412
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 5
Total number of places	12
Number of children on roll	2
Date of previous inspection	14 June 2018

Information about this early years setting

The childminder registered in 2009. She operates all year round, including weekends, from 5am to 8pm. The childminder provides funded early education for two-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Clare Ford

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at a sample of documentation, such as the childminder's paediatric first-aid certificate.

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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