

Childminder report

Inspection date: 30 January 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder supports children to feel safe and secure at the setting. When they arrive, they receive a warm and friendly welcome from the childminder. The children are supported to settle into their day and quickly seek out their friends. Containers have been provided for children to store their belongings. This helps them to develop a sense of belonging. The childminder has created a home-from-home environment where children demonstrate that they feel happy, relaxed and safe.

Children are supported well to develop an understanding of rules and boundaries. The childminder acts as a positive role model to children. For example, when younger children want to climb on the larger chairs, the childminder shows them how to do this safely. Children play well together. They show positive attitudes to their play, sharing resources and working together.

Children benefit from the curriculum that is in place. The childminder is clear about what she wants children to learn during their time with her. She uses assessment to identify what children need to learn next. The childminder also gathers important information from parents to inform her teaching. As a result, children access activities that support their interests and help them to develop their knowledge and skills.

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

- Children access a range of experiences. The curriculum is designed to support children across the seven areas of learning. The childminder has considered how children develop communication and language. This forms an important part of the childminder's teaching. For example, she narrates alongside children's play, introducing new words such as 'clicky' as she describes the sounds that toys make. Furthermore, children enjoy listening to stories and exploring the pages with the childminder.
- Children make progress from their starting points. The childminder uses effective assessment to identify children's starting points and what they need to learn next. Planned learning experiences take into account what children already know and can do, what they are interested in, and how they learn best. As a result, children experience learning that is tailored to their individual needs.
- Children enjoy their play and learning. They show curiosity and interest as they explore their environments. The childminder delivers interesting and engaging activities that she knows children will enjoy. For example, she extends the role play to include a doctor's kit when children pretend that the 'babies' are sick. However, learning experiences do not always offer enough challenge for children.

- The childminder supports children to develop confidence. Children are encouraged to make positive choices about their learning. For instance, they can choose to play inside or outdoors. Children are developing a good understanding of feelings. When children experience emotions such as tiredness, the childminder helps them to recognise this and seek ways to feel better.
- Children are developing an understanding of the world around them. They visit the local park, farm and reservoir. Children enjoy visits from community members, such as police officers. This helps them to understand about people in the community who help them.
- Parents express their gratitude for their child having a place with the childminder. They speak highly of the childminder and comment that their children feel safe and secure. Parents are happy with the communication they receive and the progress their children are making.
- The childminder uses self-evaluation to understand how effective her provision is. Parent surveys provide valuable information about what is working and what needs to be better. The childminder welcomes guidance from the local authority adviser. However, the childminder has not yet developed her assessment of teaching enough to identify how it could be further extended and improved.
- The childminder ensures that the premises are safe and secure. She carries out regular risk assessment, both indoors and outside. The childminder keeps her safeguarding knowledge up to date as well as a paediatric first-aid qualification. She is equipped with the knowledge and skills to protect children from the risk of harm.

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 self-evaluation to identify additional teaching opportunities that provide challenge for children, further broadening their knowledge and skills.

Setting details

Unique reference number	EY394319
Local authority	Essex
Inspection number	10308286
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 March 2018

Information about this early years setting

The childminder registered in 2009 and works with her mother, who is a co-childminder, at her parents' home in Billericay. She works all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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