

Childminder report

Inspection date: 12 January 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 arrive happy, confident and ready to start their day. They settle quickly as the childminder is calm and welcoming. Children know where to access resources and happily help themselves to their favourite items. Children play well together. Older children support their younger peers. For example, an older child thoughtfully gives a younger child a teddy bear and a cover for the empty pushchair. These are gratefully accepted as the child lovingly puts the teddy bear into the pushchair.

Children learn how to take care of the childminder's pets. They feed the rabbit and the tortoise and know that the rabbit needs straw to keep warm. Children thoroughly enjoy spending time outside in the well-equipped garden. They dig for coins hidden in the sand and are visibly happy when they find them. Children learn good independence skills. They find their shoes and coats and put them on with very little support. Children listen well to the childminder's instruction. They demonstrate their good manners as they sit together at mealtimes, patiently waiting for each child to finish eating before leaving the table.

Children enjoy using their imaginative skills and engage in role play for sustained periods. They pretend to make breakfast in the toy kitchen. Puzzles are a favourite activity. Children repeat the same ones over again, which builds their confidence.

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

- The childminder is attentive to children's needs. She takes the time to listen to their ideas and helps to develop their thoughts further. The childminder skilfully uses open-ended questions to encourage children to think through their ideas. She repeats and correctly pronounces words to model how to say them. The childminder extends children's vocabulary through the introduction of new words, such as 'germinate', when children are planting seeds. This helps children to make connections between what they are doing and the term used to describe their action.
- Some children's language is at its earliest stage of development. They often use sounds or gestures to communicate rather than trying to use the words they know. At times, the childminder follows their non-verbal cues rather than encouraging them to use words to further support their language development.
- Children develop a love of books. They know familiar stories and, with the childminder's support, they bring them to life. Children laugh as they act out parts of the story and pretend that the animals in the book are outside. They fully engage in their role play as they creep about so that the elephants do not hear them, and they encourage the childminder to join in.
- Children demonstrate very good physical skills. The childminder has a box of resources which she uses specifically to help to develop children's small-muscle

skills. It includes tweezers, pipettes, scoops and so on. Children are very capable of using the tools.

- Mathematical concepts are promoted effectively through everyday conversations. Children use mathematical language, such as 'long' and 'short', in their play. The childminder helps them to compare sizes by visually holding up two pieces of wool so that they can see which is longer.
- The childminder takes the children for daily walks in the community. They enjoy visiting the local donkey, as well trips further afield to the zoo and seaside. The childminder will often join another childminder so that the children have the opportunity to be part of a larger group.
- Good links are made with the local pre-school and effective systems are in place to share information about children. The childminder maintains good partnerships with parents through a daily diary, in addition to conversations. The diary gives information about the activities the child participates in and the impact on their learning, as well as routine information about their day. Parents feel supported.
- The children are actively involved in growing vegetables and learn about what they need to do for plants to grow. The childminder has a friendly growing competition with the parents. She provides the seeds, and they compare what they grow at harvest. Last year, they all grew pumpkins.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a great emphasis on protecting children. She accesses training that allows her to keep up to date with changes in policy. The childminder maintains a folder with information for her to refer to. She is confident in recognising signs of abuse and knows how to make a referral. Relevant numbers are displayed on her noticeboard and in her folder. The childminder maintains a thorough written child protection policy, which is shared with parents. She does not allow children to access the internet, which further minimises the risk to children.

What does the setting need to do to improve?

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

- promote the development of language further by encouraging children to use their words to communicate.

Setting details

Unique reference number	EY398920
Local authority	Essex
Inspection number	10062992
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 2
Total number of places	6
Number of children on roll	0
Date of previous inspection	3 December 2015

Information about this early years setting

The childminder registered in 2009 and lives in West Bergholt, Essex. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emily Holt

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 and the inspector carried out a joint observation together.
- Parents shared their views through discussion and also provided written testimonials to share their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The childminder and the inspector had a learning walk together. The childminder discussed her curriculum and what she wants the children to learn.
- The inspector reviewed relevant documentation.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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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