

Childminder report

Inspection date: 8 March 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 very happy and content in the childminder's care. They chat confidently and involve her in their games. Children's ideas and suggestions are effectively facilitated by the childminder, who helps them to develop their game. Children thoroughly enjoy counting and using numbers in their play. They count proficiently as they throw pieces of dry pasta into bowls. They receive praise from the childminder every time they get some in and encouragement to try again when they miss. Children confidently recall their favourite activities, such as skimming stones in the sea.

Children guide their own play and learning, making good use of the resources available. They are polite and show respect for the childminder and her home. Children enjoy picking cards with various colours on and finding something that matches that colour in the playroom. The childminder supports this idea superbly. Children are confident. They manage their own personal needs well and are developing their independence. Children are well prepared for their next stage of learning, such as starting school.

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

- During the Covid-19 restrictions, the childminder supported families who were unable to attend her provision very well. She kept in regular contact with them and provided a range of ideas for activities that they could do at home with their children. On return to her care, the childminder reviewed the children's needs. She supported the older children, who had a greater understanding of what was happening in their world effectively.
- Partnerships with parents are strong. The childminder actively seeks parental feedback on her provision to help her to continuously improve and develop her childminding provision. Parents comment that they are happy with the activities the childminder provides for their children. They feel that she is supportive and caring and that their children love being with her.
- The childminder has good management and leadership skills. She keeps all required records proficiently. The childminder actively seeks new guidance about developments in early years to help her to keep abreast of changes. The childminder identifies areas of her practice that she would like to further improve, however, she has not yet sought appropriate ways to develop this knowledge.
- The childminder encourages children to be independent thinkers. She helps them to take ownership of their learning, for example, by making suggestions for games and activities. The childminder proficiently uses the children's ideas to plan further experiences. For instance, they pretend to make smoothies from dry pasta and artificial flowers. This prompts the childminder to suggest that they

make a shopping list, go to the supermarket and purchase the ingredients to make real smoothies.

- Children regularly go on trips and outings in the local area. They re-tell their experiences of finding 'sea glass' treasure on the beach and climbing structures at the park.
- Children enjoy counting and using numbers in their play. The childminder uses this interest to plan appropriate activities. For example, she recycles plastic trays, placing numbers in the bottom. Children proficiently count the correct amount of pieces of pasta for each number.
- Children learn about growing and planting when they plant, tend and harvest herbs in the childminder's garden. They encourage birds to feed and observe the different ones who come to visit.
- The childminder encourages children to share their views with her. She enthusiastically engages in discussions throughout the day. The childminder extends the children's thinking, for example, through appropriate questions. However, at times, she answers the questions herself, not providing sufficient time for children to consider their responses fully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities with regards to safeguarding and protecting children. She regularly updates her safeguarding knowledge, for example, through training and by keeping abreast of new guidance. The childminder recognises the signs that would alert her to a child being mistreated or abused, including wider safeguarding issues, such as radicalisation and female genital mutilation. The childminder has clear procedures in place and would take any concerns to the appropriate agency for investigation.

What does the setting need to do to improve?

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

- provide time for children to consider and consolidate their thinking when being asked questions
- focus professional development opportunities to raise the quality of teaching further.

Setting details

Unique reference number	EY412236
Local authority	Essex
Inspection number	10074514
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Harwich, Essex. She operates all year round from 7.30am until 6pm, Monday to Fridays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector all areas of their premises used for childminding and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed the intentions for children's learning and how she uses her home to deliver her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided the inspector with written feedback.
- The childminder provided the inspector with a sample of key documentation on request. This included documents to check the suitability of household members.

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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