

Childminder report

Inspection date: 10 January 2020

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 settle quickly with the childminder and her assistant. They play and learn in a purpose-built log cabin in the childminder's garden, which they enjoy being in. Children choose what they want to play with and make good use of the floor space, for example to create large-scale wooden train tracks. The childminder and her assistant support children and challenge them as they play. For example, children are encouraged to work out how to prevent the trains crashing when they meet on the track, each going in a different direction. Children get creative and decide that one train can fly over the top of the other, which solves the problem.

Children enjoy a wide range of experiences and activities that interest and excite them. They show their keenness to have a go, and pay attention while the childminder's assistant explains to them how to make bird seed cakes. They listen to the instructions and add scoops of butter to dry bird seed to bind the different seeds together and make the bird seed cake. Children behave well. They receive lots of support, reassurance and comfort from the childminder and her assistant, which helps them to feel safe.

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

- Children receive lots of encouragement to use their good communication and language skills. They confidently share their thoughts and ideas, even standing up in front of their friends to sing their favourite nursery rhyme. The childminder and her assistant ask children questions and wait for them to respond. However, at times, they occasionally miss opportunities to introduce children to more complex mathematical problems and language.
- Children play well together, sharing resources and enjoying each other's company. Older children demonstrate care and concern for their younger friends, lending a supportive hand to help them manage tasks they find challenging.
- The childminder and her assistant know the children very well. This helps them to tailor learning experiences around children's interests and to build on what they already know. The childminder regularly monitors children's achievements to track their development and plan for what they need to learn next. Children make good progress from their individual starting points.
- Children have a wide range of opportunities to practise and develop skills to help prepare them for the next stage in their learning, such as school. Children quickly master putting on their coats, scarves and gloves ready to outside and play. However, sometimes, the childminder and her assistant do too much for the children, for example at lunchtime, which limits what children can learn to do for themselves.
- The childminder completes regular supervision meetings with her assistant and

encourages her to attend training courses to help develop her knowledge. They regularly discuss and evaluate their practice, seeking ideas and views from parents and children to help them decide on areas to work on next.

- The childminder and her assistant work closely with other professionals involved in children's care. For example, they share information with speech and language therapists to help to close gaps in children's communication and language skills.
- Links with schools are effective. Teachers visit children in the setting to observe them in familiar surroundings and discuss their progress with the childminder and her assistant. This helps teachers to support children when they start school and provide good continuity in their learning and development.
- Partnerships with parents are good. The childminder keeps detailed daily diaries which contain photographs, observations and information about what children have done during the day. Parents reply and share their thoughts about their children's learning at home, which helps to provide good levels of continuity in children's learning and development.
- Children enjoy spending time in the garden each day. This helps to support their good health and well-being as well as they develop their physical skills. Children climb, balance, ride and build, making good use of the wide range of resources the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to safeguard children and the signs that may indicate a child is at risk of harm. They attend regular child protection courses and refresh their knowledge using online training programmes. The childminder has a good understanding of the possible dangers mobile phones and the internet pose to children and has strict guidelines in place for the older children she cares for. She shares her safeguarding policies with parents, which helps them to understand how she protects their children from possible harm. This helps to keep all children safe.

What does the setting need to do to improve?

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

- build further on opportunities to introduce children to more complex mathematical problems and language
- make greater use of opportunities to encourage children to learn to do more for themselves, particularly at mealtimes.

Setting details

Unique reference number	EY412565
Local authority	Essex
Inspection number	10063007
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	11
Number of children on roll	13
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 2010 and lives in Harwich, Essex. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide free early education for children aged two, three and four years. The childminder works with an assistant.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The childminder jointly observed an activity led by her assistant with the inspector.
- The inspector spoke to children, the assistant and the childminder, and read written comments from parents.
- The childminder spoke about how she observes, assesses and plans for what children need to learn next and showed the inspector children's daily diaries.
- The inspector toured the premises and observed the childminder and her assistant playing and interacting with the children.
- The inspector sampled the childminder's qualifications and checked evidence of her suitability to work with children.

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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