

Childminder report

Inspection date: 28 August 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 early years qualified childminder has a wide variety of experience caring for young children. She provides them with a most child friendly, inviting and enabling environment in which to learn. The childminder has a sound knowledge of how children learn and of child development. The broad and challenging curriculum is based on children's interests, what they already know and what they need to learn next. The childminder positively promotes child-led play and is skilful in supporting children's ideas. The provision of good-quality resources are easily accessible to support their interests and enable them to initiate their own games.

The childminder works closely with parents as she values their input in their children's learning. She is respectful and supportive of their wishes and ensures continuity and a consistent approach, for example, when potty training. Children are encouraged and sensitively reminded to use the potty. They receive lots of praise for their efforts. Children have established trusting, close bonds with the childminder who has high expectations for all attending. Children demonstrate they feel safe and secure as they confidently engage in the activities provided. The childminder is calm and attentive. Children have made friendships with others attending and the childminder's own children. She is a good role model and even the youngest children understand the familiar routines and expectations. As a result, children's behaviour is very good.

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

- The quality of teaching is good, and children make good progress from their starting points. This is because the childminder ensures she works closely with parents, children are settled well and that she provides them with an exciting curriculum based on their interests. She is also knowledgeable of children's preferred way of learning and supports this during play.
- The childminder takes great care to provide children with an inspiring environment that captures their curiosity and engages them in learning. Regular planned visits to the library, toddler groups and parks offer further opportunities for children to broaden their social experiences and develop their emotional and social skills.
- The childminder is aware of the importance of continuous professional development. She is committed to maintain her knowledge and ensures she is up to date with current practice through training opportunities and webinars. The childminder shares relevant information gained with parents. She evaluates completed training opportunities to improve outcomes for children.
- The childminder has strengthened her knowledge of how to promote children's mathematical development. For example, young children enjoy water play. The childminder encourages children to think critically, and solve problems, using

mathematical language such as empty, full, and heavy and light. Children choose to fill 'squirters' and jugs and transport the water to the slide to see the effect this has and the speed of the water as it trickles down.

- Friendly, but professional relationships with parents are established and ensure continuity of care. Parents speak highly of all aspects of the provision the childminder provides. They comment on the seamless transition when children first attend. They are grateful for the excellent communication regarding their children's day. Parents comment how comfortable and assured their children are and that the childminder exceeds all their expectations.
- Children learn the skills they need to be independent learners. For example, they make choices where they play. They help prepare strawberries in preparation for snack. Young children learn the importance of washing hands after playing in the garden and before eating. They are positively encouraged and supported to take care of their personal needs.
- The childminder ensures children's individual routines are followed. They are made comfortable after lunch and enjoy quiet stories as they relax. The childminder ensures they are soothed and can sleep uninterrupted.
- The childminder is skilful in her interactions with children. They are confident speakers and ask questions. Young children's language is developing well as the childminder talks calmly and respectfully to them, repeating simple words and introduces new words to extend their vocabulary.
- Children initiate their own play. They are busy and show curiosity, investigating the many activities provided. However, the childminder does not consistently encourage them to tidy away their resources, including books, when they have finished, to help them learn to take care of the things that they use.

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:

- help children to understand how to take more care of their books and resources, particularly when they are leading their own play.

Setting details

Unique reference number	EY412946
Local authority	Essex
Inspection number	10359942
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	5
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in Basildon, Essex. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has 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 they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.

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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