

Childminder report

Inspection date: 20 April 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 happy and settled in this provision. They are extremely well behaved and kind towards each other. Children play pleasantly together and have genuine friendships with each other. They ensure their friends all have toys as they play in the conservatory with the building blocks. The childminder and her assistant have high expectations for the children's behaviour, which they role model through their own behaviour. They remind children to have kind hands. Children say 'please' and 'thank you', and 'excuse me' when they want to reach for toys.

Children access a good range of resources and activities that promote their learning and development. They thoroughly enjoy learning about how plants grow. After a trip to a garden centre, children plant the seeds they have brought. They use trowels to fill seed trays with soil and learn about volume as they discuss how much to fill the containers. As children plant the seeds, they talk about the colours the flowers will be. They learn names of the flowers as the childminder explains, 'These are called poppies'.

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

- The childminder takes detailed information about the children when they first start. This enables her to plan the care to meet the children's needs. The childminder gets to know the children well and what they need to do next. Therefore, activities she plans are considered and sequenced to build on children's learning. As a result, children make good progress.
- The development of language is thread through the provision. The childminder and her assistant take every opportunity to introduce new words as they speak to children. Children develop a love for books as they snuggle in while the childminder and her assistant read to them. This opportunity is used to introduce new ideas, concepts and vocabulary. For example, children learn what a barbecue is after pointing to the pictures in a story. Children begin to understand the sounds of letters. They make excellent progress in their communication skills, and their language is advanced for their age.
- The childminder offers a healthy diet with fresh fruit for snack and healthy sandwiches and vegetables for lunch. Children have plenty of opportunities to play indoors and outside and have a clear balance of when rest is needed. The childminder and her assistant quickly identify when the children are tired and provide them space to sleep or rest quietly.
- The childminder and her assistant provide an inclusive setting. Children learn about the world around them, celebrating the diversity of all children and families. They learn about festivals and religious events which reflect the traditional background of them all. This helps to create a sense of belonging for all children.

- Children experience a rich variety of activities in the community to develop their understanding of the world. Regular visits to the local forest, discovery centre and museums enable them to explore their natural environment.
- The childminder promotes good hygiene practices and children become increasingly independent in managing their own personal needs. Children confidently wash their hands and dress themselves. They pour their own drinks and feed themselves.
- The childminder has a good attitude towards training and development. She and her assistant attend regular webinars to keep their knowledge current and strengthen their teaching skills. In addition, the childminder attends training to meet the specific needs of the children. For example, she attended a training course in supporting children through bereavement.
- Overall, children are stimulated and challenged effectively through the teaching and support that the childminder and her assistant offer. However, at times, the set-up of the home is not maximised to inspire children to choose things for themselves and follow their interests as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a secure understanding of signs and symptoms of abuse and/or neglect, including those relating to wider safeguarding issues. They understand how to refer concerns and keep their knowledge up to date with regular training. The childminder and her assistant put robust measures in place to keep the children safe in the environment. They continually check where the children are to ensure they are safe. They teach children to be aware of risk, for example reminding them to ensure their shoes are done up tight to stop them falling over.

What does the setting need to do to improve?

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

- inspire children to choose things for themselves and follow their own ideas and interests as they play.

Setting details

Unique reference number	EY419663
Local authority	Essex
Inspection number	10074662
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	2 to 3
Total number of places	6
Number of children on roll	12
Date of previous inspection	2 June 2016

Information about this early years setting

The childminder registered in 2010 and lives in Little Canfield. She operates all year round from 7am to 6.00pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of suitability, the complaints record and safeguarding documents.
- The inspector took account of written views of parents during the inspection.

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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