

Childminder report

Inspection date: 4 December 2023

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 childminder tailors her curriculum to meet the needs of the children who attend. She is passionate about working with families whose children require additional support. The childminder uses her strong knowledge and experience to help all children to make progress. Her warm and kind nature helps children to feel comfortable and happy in her care.

The childminder uses praise and encouragement to help motivate children. This builds up their self-esteem. She provides them with challenge and extends their learning. For instance, the childminder asks them if they can make their tower taller as they build using different shaped blocks. She encourages them to solve problems, questioning them about the different ways they could stack the blocks so that they do not fall. As a result, children remain engaged in activities for long periods of time.

The childminder supports children to build on their communication skills. She holds discussions with them about what they are doing. The childminder acts as a positive role model, engaging fully in children's imaginary play. Children become effective communicators and confidently share their thoughts and ideas with the childminder.

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

- The childminder completes relevant training to support the changing needs of the children who attend. She places a strong emphasis on children's well-being and develops her knowledge around this by completing specific courses. She participates in network meetings with the local authority and other childminders. This helps her to ensure that she is up to date with any changes that may affect her provision.
- Children listen carefully and know what the childminder expects of them. The childminder provides them with relevant resources during the activities they complete. They refer to these as they complete craft activities. For instance, they look carefully at a picture of Father Christmas before they draw as they create a card for their family. The childminder also speaks about what they can see, discussing things with them in more depth. This helps children to make connections between their experiences and gain a stronger understanding of what they are learning.
- Relationships with staff at other settings children attend are strong. The childminder recognises the importance of working together. She finds out what children are learning and builds this into the learning opportunities she provides for children while they are with her. This offers children consistency and builds on what they are learning elsewhere.

- The childminder provides effective support for her assistants. They hold regular discussions about the children who attend and ensure that they are all fully aware of any relevant information. The assistants feel valued and appreciate the support that the childminder provides.
- Parents are happy with the care the childminder offers. They hold regular discussions with her about their child's time in her care. Parents feel confident to speak openly to the childminder and value the support she provides. The childminder demonstrates a strong knowledge of the families she works with and assists them wherever possible. These trusting relationships help children to feel safe and secure.
- Children enjoy exploring the wider community with the childminder. She takes them to groups where they can develop their physical skills and learn to interact with other children. The childminder ensures that these groups are suitable for the children who she cares for and that they will benefit from attending.
- The childminder has a strong knowledge of the children who attend. She provides them with a wide range of learning opportunities. However, she does not consistently support children to develop their independence. For instance, she is quick to complete tasks for children without encouraging them to have a try first, as she thinks they may struggle and become frustrated. This limits children's opportunities to learn to persevere for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong awareness of the possible signs that a child may be at risk of harm. She completes regular training and participates in safeguarding meetings to keep her knowledge up to date. The childminder works with other professionals, sharing information to safeguard children where required. She holds regular discussions with her assistants about their ongoing suitability. They are aware of the process to follow should they have concerns regarding the childminder or any of the children in their care.

What does the setting need to do to improve?

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

- consistently support children to persevere and complete tasks independently.

Setting details

Unique reference number	EY424370
Local authority	Essex
Inspection number	10295444
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	3 to 11
Total number of places	18
Number of children on roll	30
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2011. She lives in Harlow, Essex. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Hardy

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the childminder interacting with children and considered the impact of these interactions on children's learning and development.
- The inspector spoke to the childminder, children and assistants at appropriate times. The inspector held discussions with parents and considered their views.

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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