

Childminder report

Inspection date: 20 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children benefit from the warm and relaxed environment that the childminder provides. They have developed strong attachments to the childminder and often invite her to join in with their play. They demonstrate that they are happy and feel emotionally safe and secure in her care. The childminder has high expectations for behaviour. When children have disagreements, the childminder swiftly intervenes and encourages them to share and take turns.

Children confidently self-select from a large variety of resources that are available. The play opportunities and activities are planned to follow their interests and support their needs. Children show high levels of engagement as they play and learn. For example, they use plastic scissors to cut colourful play dough into small pieces, and persevere to use the correct hand action to open and close scissors. Children have frequent opportunities to play in the garden. This helps to support their physical well-being.

The broad curriculum supports children to make progress in all areas of learning. Children have opportunities to attend local playgroups and mix with larger groups of children. They visit a wide variety of nearby facilities, including the zoo and petting farm, and they attend weekly forest school sessions. This helps to develop their confidence and social skills.

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

- Children enjoy spending time in the well-resourced garden. They tell the inspector excitedly that they are going outside to play. Children are eager to play inside the wooden playhouse that has been transformed into a large sandpit. They are highly motivated and engaged. They play for extended periods of time, demonstrating good physical skills as they dig and rake the sand with the various resources available. A daily risk assessment of the outside area helps to ensure that children can play safely.
- Children are developing good hygiene routines and are familiar with washing their hands before eating. Their independence is promoted well, and they are encouraged to spread their own butter and pour their own drinks at snack time. The childminder provides a nutritious and healthy diet. Children enjoy choosing their own toppings as they make pizzas for lunch. However, the childminder does not make full use of these opportunities to encourage children's awareness of the benefits of a healthy lifestyle and healthy food choices.
- The childminder supports children's communication and language development effectively. She listens attentively when children speak and responds to them appropriately. She sensitively repeats words to correct children's mispronunciations. The childminder frequently asks appropriate questions to

support children's learning. However, children are not always given enough time to formulate their responses and she tends to provide them with the answers herself too quickly.

- Children have access to a large variety of books. They excitedly gather together in a circle for story time. They listen intently as the childminder reads the books they have chosen. Children are introduced to new vocabulary and show interest as they look at the pictures to help them follow the story. This helps to support their early reading skills.
- Information is gathered from parents about children's interests before they start. The settling-in sessions target children's individual needs and children settle well. The childminder and parents establish children's starting points of development together. A regular two-way flow of information is shared between the childminder and parents. This helps to ensure that parents are kept up to date about children's ongoing learning and development.
- Parents are highly complimentary about the childminder and her provision. They appreciate the broad range of activities and experiences that she provides. They say that children are safe and happy in her care.
- The childminder reflects on the effectiveness of her provision consistently and identifies any areas for improvement. She swiftly makes any relevant changes. For example, she has changed the location of the playroom in her home to further improve experiences for children.
- Continuous professional development is a priority for the childminder. She accesses weekly webinars and attends regular training courses to improve her skills and knowledge. This has a positive impact on children's well-being and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She understands her role and responsibility to safeguard children. She knows the procedures to follow to report any concerns she has about a child's well-being. The childminder completes regular training to refresh her safeguarding knowledge.

What does the setting need to do to improve?

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

- extend opportunities for children to have time to process their own thoughts and formulate their answers to questions
- promote children's understanding about the benefits of a healthy lifestyle, including the importance of healthy eating.

Setting details

Unique reference number	EY431801
Local authority	Essex
Inspection number	10127233
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	13 August 2015

Information about this early years setting

The childminder registered in 2011 and lives in Loughton. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Marisa White

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through verbal and written feedback provided.

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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