

Childminder report

Inspection date: 23 April 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

Children thrive and are relaxed and happy in this home-from-home environment. They have developed strong attachments to the childminder, who has high expectations for all children. Children are confident to talk to visitors and share their experiences with them. This demonstrates they feel safe and secure. The childminder is kind and caring and gives children praise throughout the day. This helps to raise children's self-esteem.

The childminder is a positive role model. She encourages children to use good manners and to be kind to each other. The children are reminded of the behavioural expectations at the setting and are taught how to keep themselves and others safe. As a result, children of different ages have formed friendships and play harmoniously together.

The childminder invests time in getting to know the children and their families. This allows her to plan opportunities that broaden children's prior experiences. She knows where children are in their learning and understands what they need to learn next. The childminder plans activities to support children in achieving the next steps in their learning. She is skilled at meeting the needs of children of different ages. Effective procedures for tracking children's progress are in place. This means that gaps in children's development are recognised and acted on. This ensures that children make good progress.

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

- The childminder has a clear and ambitious vision for the setting. She is reflective and identifies areas for improvement, recognising the importance of continuous professional development. The childminder attends training that is relevant to her current cohort of children. She seeks support from the local authority and strives to continually improve the service she offers.
- The childminder supports children to be independent and confident. She encourages them to make their own choices throughout the day. Children readily make their wishes and thoughts known to the childminder, and these are respected and acted on. Children manage their own self-care needs when getting ready to go in the garden or washing their hands for lunchtime. The childminder gives them verbal encouragement and clear guidance to help them be successful. She skilfully knows when to step in and help and when to let children persevere.
- Mathematical concepts are introduced to the children. For example, when children show an interest in the weighing scales in the garden, the childminder joins them. They pour water into the containers, and the childminder introduces words such as 'balance', 'even' and 'full'. She asks them to predict what might

happen next and they use some of the language she has introduced in their responses. The childminder encourages children to drop items into the full containers so they can observe what happens to the water. As a result, children are acquiring early knowledge of mathematics in preparation for later learning.

- Children benefit from a language-rich environment. This helps to support their communication and language skills. The childminder provides a running commentary to children's play and introduces new language to enhance their vocabulary development. She repeats words back to the children so that they hear the correct pronunciation. The childminder uses good eye contact and encourages children to do the same. She ensures that children understand that print carries meaning. However, on occasions, children are not given enough time to think and respond to questions or instructions.
- The childminder provides activities that develop children's physical skills. For example, she sets up an activity with small objects and tweezers. Older children concentrate as they pick up the objects with the tweezers, which strengthens their small-muscle skills. At the same time, younger children are provided with instruments that they are encouraged to use in different ways. They smile as they shake and hit them to the music.
- Partnerships with parents and staff at other settings children attend are good. The childminder communicates with parents daily, which promotes continuity of care for the children. She keeps parents and staff at other settings children attend up to date with children's progress and next steps in learning. This helps to keep everyone aware of what children need to learn next and how they can be supported.

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:

- provide children with sufficient time to process, think and respond to questions and instructions.

Setting details

Unique reference number	EY441019
Local authority	Essex
Inspection number	10337113
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	0 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Colchester. She operates all year round from 7.45am to 5pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- This was the first routine inspection the childminder 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 spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took account of parents' views.
- Children communicated with the inspector 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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