

Childminder report

Inspection date: 10 June 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 are happy, relaxed and settled in the welcoming play and learning environment the childminder provides for them. They develop close relationships with the caring and enthusiastic childminder and are comforted by her cuddles and reassurance. Children make their own independent play choices from a range of easily accessible toys and resources. They show curiosity and interest as they play. For example, they concentrate as they try to work out how to make the toy garage lift go up and down.

The childminder has high expectations for children's behaviour. Children listen to the childminder and follow her simple requests, such as helping to tidy up the toys and resources when they have finished with them. With the childminder's gentle support, children learn to share, take turns and use good manners, such as saying 'please' and 'thank you'.

Children particularly enjoy playing outside. They push themselves along on the scooters and sit-in cars, helping to strengthen their muscles. Children build their fine motor skills by filling and pouring water into containers and using their fingers to squeeze it out of plastic bottles. The childminder takes children on regular outings. They visit the library, toddler groups, forests, parks and the zoo. This gives children the opportunity to develop their social skills in a wider group and to experience and learn about environments different to their own.

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

- The childminder is passionate about what she does and strives to provide children with good-quality care and education. She evaluates her provision and reflects on how to make improvements to benefit children. The childminder considers the views of parents through questionnaires and discussions. She is proactive in seeking ongoing professional development opportunities and continually engages with training to extend her knowledge and skills and improve children's experiences.
- The childminder gathers information from parents about children's interests and development to support their individual needs from the start. She uses ongoing assessment well to help her identify any gaps in children's learning and to understand precisely what children need to know and do next. The childminder plans a broad curriculum to promote learning in all areas and provides opportunities for children to practise and build on their knowledge and skills. As a result, children make good progress from their starting points.
- Children are encouraged to become independent. For example, from a young age, children are encouraged to feed themselves at mealtimes. Older children are not rushed by the childminder as they persevere to put on their own shoes

and slippers. The childminder praises children's efforts and achievements, promoting their self-esteem and confidence. She has a clear plan of how to support children to develop the skills and attitudes they need to be ready and successful as they move on to the next stage of their education, such as school.

- The childminder engages with children as they play to promote their learning and extend their engagement and enjoyment. She models how to do things, encourages children to have a go and praises their efforts and achievements. At times, the childminder does not adapt her teaching to match the learning needs of some children. This means children do not always benefit from learning opportunities that are focused to meet their stage of development and help them make the best possible progress.
- The childminder provides good support for children's language development. She talks to children throughout the day about what they are doing and encourages them to talk about their past experiences, such as the animals they saw at the zoo. The childminder speaks clearly, remodels words for children to hear the correct pronunciation and introduces new vocabulary. However, she has not considered further ways to help children who are still developing their speech and language skills.
- The childminder builds good partnerships with parents. She regularly shares information with parents about their children's care and development through verbal discussions and messages. She informs parents about their children's next steps in learning and provides suggestions to help them support learning at home. This continuity in children's learning helps them to make good progress.

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:

- adapt teaching further to support all children, taking into account their individual stage of development, to help them make the most progress
- find ways to support children who are still developing their speech and language skills more effectively.

Setting details

Unique reference number	EY451261
Local authority	Essex
Inspection number	10335333
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Chelmsford. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

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 childminder.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The inspector and the childminder evaluated an activity together.
- The inspector looked at relevant documentation.

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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