

# Childminder report

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Inspection date: 13 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 play with a wide range of interesting and stimulating activities in the garden. They are highly engaged in the water activity. Older children pour water through tubes and pretend that it is a car wash. Babies are fascinated by how cogs spin wildly as the water rushes over them. They explore playing with water, splashing and emptying containers. Babies are developing their strength to stand unsupported as they hold on to the water table for a long time while they play.

The childminder teaches children about the world around them and encourages them to be very hands on. Children enjoy feeding three hens that live at the bottom of the garden. They know where to go to get the hen's feed and sprinkle it out for them to eat. The childminder supports children to learn about how things grow. For example, children have seen how chicks change into hens that lay eggs for them to eat.

Children are gaining skills for life. For example, they competently learn about road safety as they walk with the childminder to and from school and around the village. Children are happy and feel safe as they follow daily routines. They approach all aspects of their day with great enthusiasm.

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

- Partnerships with parents are excellent. Parents are delighted with the care and support they receive from the childminder. They feel that their children are cared for in a home-from-home environment that allows them to thrive.
- Children play imaginatively in the sandpit. They are highly motivated to learn and concentrate very well for long periods of time. They thoroughly enjoy hiding their buses in the sand and making sand castles.
- The childminder is always looking for new opportunities to expand children's knowledge and understanding of their immediate neighbourhood. Children enjoy trips to nearby parks and gardens and benefit from regular outings to the library and playgroups. This helps to build on children's confidence in social settings.
- Children enjoy making funny faces in different-shaped mirrors in the garden. They then draw faces on the chalkboard and discuss the emotions they may have. This helps children to identify their feelings.
- The childminder keeps her knowledge up to date. She regularly attends training courses and local cluster meetings with other childminders. She researches good practice and new ideas by reading childcare publications and websites. The childminder is proactive in implementing new learning she receives into the teaching she provides for children. She keeps abreast of changes in policy and communicates these to parents in newsletters.
- Children thoroughly enjoy counting and learning about numbers. For instance,

young children easily count to 20 as they jump on the trampoline. They learn about numbers and shapes through a challenging wooden puzzle. The childminder extends their knowledge to include more complicated shapes, for example hexagons and diamonds. Children focus intently as they match puzzle pieces by using a magnet.

- Children respond to instructions quickly. They have very good manners and happily take turns and share. Sometimes, the childminder steps in too soon to help younger children without giving them the time to work out how to do things for themselves.
- Children with special educational needs and/or disabilities are particularly well cared for. The childminder works with parents to fully support children's emotional and physical needs. She ensures that she is well informed of any changes in children's circumstances so that she can effectively adapt routines and activities.
- The childminder observes children and plans targeted and focused activities to close any gaps in their learning. Parents are kept up to date on their children's progress through daily feedback and regular meetings. They work closely alongside the childminder. This continuity in learning supports children to make the best possible progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of the signs and symptoms that may indicate that a child is at risk of harm and the procedures to follow to report any concerns. She has identified potential risks in her surrounding area that could affect children and families. The childminder provides parents with information leaflets to help keep their children healthy and safe.

## **What does the setting need to do to improve?**

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

- allow younger children the opportunity and time to work out how to do things for themselves.

## Setting details

<b>Unique reference number</b>	EY330637
<b>Local authority</b>	Essex
<b>Inspection number</b>	10073636
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	15 June 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Sible Hedingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Angela Doherty

### Inspection activities

- The inspector viewed all areas of the childminder's home that children use.
- The inspector observed the childminder interacting with children, both indoors and out in the garden.
- The inspector spoke to children and the childminder at convenient times.
- The inspector spoke to parents and looked at written references and took account of their views.
- The inspector and the childminder discussed children's learning and progress and evaluated a learning activity together.

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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