

# Childminder report

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Inspection date: 25 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 settle quickly into the childminder's homely environment. They make friends easily and are happy and content. Children form close bonds with the childminder and become familiar with her routines. This helps them to feel safe and secure.

The childminder is skilled at supporting children to wait for their turn and to share their toys. She sets consistent boundaries for children's behaviour that help them to understand the needs of others. Children learn to be kind to each other and they begin to understand each other's feelings.

Children enjoy a varied range of physical activity. They excitedly talk about swimming and how they splash about in the water. The childminder takes children on outings to parks and play facilities where they develop their climbing and balancing skills.

Children choose from good educational resources that promote their understanding of literacy and numeracy. They clearly show their interest as they quickly complete different types of puzzles. Children play with cards and matching games that teach them how to solve problems. They learn how to count and recognise letters of the alphabet.

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

- The childminder plans activities and experiences that meet the needs of children of different ages. She adapts her activities to the level of children's abilities. The childminder monitors children's progress carefully and quickly identifies any delays in their learning. She focuses her planning on areas of learning that children need to develop further.
- The childminder ensures that children eat a healthy and balanced diet. She discusses children's preferences with parents. They work together on strategies to encourage fussy eaters to try a wider variety of foods. The childminder works closely in partnership with parents. She shares information with them about their children's progress daily. She exchanges information about children's development with other settings they attend to maintain consistency and continuity in their learning.
- Children quickly learn to become independent. They manage their own personal care from a young age. They feed and dress themselves well. Children enjoy cooking activities where they weigh and mix ingredients. They see how raw ingredients change during cooking and develop good hand-to-eye coordination when they decorate their cakes.
- The childminder supports children to develop their communication and language

skills. She teaches them how to pronounce difficult words and extends their vocabulary as she gives instructions and describes pictures in books. Children learn more about the world as they make the sounds of animals and look at pictures of dinosaurs' sharp teeth.

- The childminder talks to children all the time to promote their language development further. She asks them questions to remind them of past events and activities. However, she does not give children enough time to think or process the information before she answers the questions for them. This does not encourage children to think critically or to use their imagination.
- Children enjoy socialising with other adults and children at local play centres. They learn about differences in other people's cultures and traditions. They hear languages that are different to their own and discover that different words can have the same meaning. The childminder helps children to learn about festivals and celebrations through arts and crafts and the books they read together.
- The childminder evaluates her practice and takes account of the views of parents and children when planning to make improvements to her provision. She makes links with other providers to help keep her knowledge up to date. However, she has not established a targeted programme of training to support her continuous professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is up to date. She is fully aware of her responsibilities to protect the children in her care. She understands the signs that may indicate that a child is at risk of harm, and knows how to record any safeguarding issues and where to report any concerns. The childminder keeps good records of children's attendance. She records all accidents and if she needs to administer medication. The childminder carries out fire drills with the children and teaches them how to keep themselves safe in an emergency.

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

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

- allow children more time to answer questions and process information, to promote critical thinking and problem-solving skills
- establish a focused programme of continuous professional development to raise the quality of the provision to the highest level.

## Setting details

<b>Unique reference number</b>	201836
<b>Local authority</b>	Essex
<b>Inspection number</b>	10063040
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	19 January 2016

## Information about this early years setting

The childminder registered in 1994 and lives in Billericay, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jenny Forbes

### Inspection activities

- The inspector looked around the areas of the setting available to children.
- The inspector held discussions with the childminder throughout the inspection and spoke to children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents from reading written comments.
- The inspector looked at relevant documentation, including suitability and training certificates, records of children's attendance and the setting's policies.

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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