

# Childminder report

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Inspection date: 10 October 2019

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Met

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have formed strong bonds with the childminder. They thoroughly enjoy the time they spend with her. They are happy and energetic. Children feel safe and secure in the knowledge that the childminder is very engaged in what they are doing. This helps them to feel supported and builds their emotional well-being. Children are free to explore, and use the resources provided imaginatively. They rearrange the outside furniture and are highly engrossed as they set up an imaginary kitchen. The childminder provides children with water and very soon they create a large tea party. Children carefully fill a teapot with water and then pour it into cups. They balance the cups on saucers and concentrate very hard on not spilling the water. The childminder offers them warm encouragement and praise and they are engrossed in their game for a long period of time.

Children learn about colours through a stimulating craft activity. They develop their small-muscle skills as they manipulate play dough and roll and cut it. The childminder introduces them to interesting new colours, such as caramel and turquoise. She promotes their language skills throughout the activity and children are rapidly developing their language and speaking skills.

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

- The skilled childminder is committed to continuously developing her knowledge. She attends training and completes online courses that are directly related to the needs of the children that she cares for. This helps her to gain further expertise. The childminder is proactive in incorporating new skills and ideas into her practice to improve her teaching skills further. She seeks regular feedback from parents and children to ensure that she is providing an inclusive practice.
- The childminder knows the children well. Through thoughtful consideration, she provides activities and resources that challenge and interest them. Children are highly motivated to play. They know what they want to do and communicate well to make their own choices and decisions. The childminder offers children cuddles and introduces humour throughout the day. For example, children beam with delight and giggle as she cuddles and tickles them.
- The childminder has excellent relationships with parents and communicates very well with them. They are delighted with the service that she provides and the good progress that their children are making. They appreciate the very healthy meals and snacks that the childminder provides. The childminder ensures that settling-in procedures are sensitive to individual children's needs. Children settle quickly and enjoy making new friends. The childminder has established strong partnerships with other settings that children attend.
- The childminder tracks children's development meticulously. Through observations she is able to swiftly identify any gaps in their learning. Through

consultations with parents she quickly implements strategies to address these. This helps to support children's progress and they are thriving. However, occasionally, the childminder steps in too quickly to help younger children, for example, by drying their hands for them after they wash them. This does not give them the chance to do things on their own to develop their independence skills to the highest levels.

- The childminder helps children to understand their emotions and feelings. For example, they explore what expressions a teddy bear has in wooden puzzles. Children enjoy matching and sorting the shapes in the puzzle. The childminder extends their knowledge of colours through this activity. However, she does not make the most of all opportunities to incorporate other early mathematical concepts into children's learning.
- The childminder provides children with many interesting ways to learn about the world around them. Children go on lots of outings to forests, farms and places of interest in the nearby area. They also go to weekly playgroups, the park and meet up with local childminders. Children relish the wide range of opportunities to enhance their physical skills. They are exceptionally confident and calm. They develop a strong sense of their identity under the kind and caring attention of the childminder.

## **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 attends training courses to keep her knowledge up to date and researches new legislation online. The childminder identifies potential risks in the environment and addresses these promptly. She helps children to develop a good awareness of how to play safely and manage risk.

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

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

- plan further opportunities to extend children's early mathematical knowledge to promote their understanding of numbers
- explore ways to provide children with more chances to do things for themselves to develop their independence skills to the highest levels.

## Setting details

<b>Unique reference number</b>	EY434948
<b>Local authority</b>	Essex
<b>Inspection number</b>	10124917
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	22 April 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Wickford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 indoors and in the garden.
- The inspector spoke to children and the childminder at convenient times.
- The inspector looked at written references from parents 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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