

Childminder report

Inspection date: 14 October 2019

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 settle easily into the childminder's warm and welcoming setting. The childminder is kind and caring. Children form close attachments to her, which helps them to feel safe and secure. Children have lots of fun with the childminder. She plays peekaboo games with them and they laugh and squeal with delight.

The childminder seeks information from parents about children's learning. She builds on this knowledge as she observes children and assesses their continuing progress. She understands their learning needs completely. She incorporates their interests into her planning to encourage them to learn.

Children quickly become familiar with the childminder's routines. They meet her high expectations for their behaviour and they are happy and confident. The childminder supports their growing communication and language skills well. She responds to younger children's babbling and helps to develop their vocabulary. For example, she repeats familiar words, such as animal names and sounds, and they enjoy looking at books as they cuddle together.

The childminder teaches children to become independent from an early age. She provides them with a healthy, balanced diet. Younger children show their enjoyment of their independence as they feed themselves fruit and learn to drink from open cups.

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

- The childminder carefully plans her educational programme to meet individual children's needs. She understands that children of a similar age learn in different ways and at a different pace. The childminder knows how to identify if there are any gaps in children's learning and the steps to take to provide the support they might need.
- The childminder knows what children like to do. She lets them choose their favourite activities and extends their learning as they play. For example, she introduces simple mathematics to younger children as they watch bubbles rushing from a machine. She counts to three as they chase and burst them. Children watch and listen as the childminder repeats the counting on her fingers to reinforce their learning.
- The childminder discusses children's progress daily with their parents. They decide together what children need to learn next. The childminder builds good relationships with parents and supports them to continue children's learning at home. She forms close partnerships with other settings that children attend. She exchanges information about children's progress with key persons at other settings to ensure continuity in children's learning.

- Children have regular opportunities to develop their physical skills outdoors where they kick balls and ride wheeled toys. They play and run in the local park and explore the natural environment every day.
- The childminder encourages children's first attempts at making marks. She provides a range of tools and large sheets of paper so they have space to experiment using both hands. This activity helps children to develop good hand-to-eye coordination and muscle control to help develop their skills in readiness for early writing.
- Parents complete questionnaires to give their views on the effectiveness of the childminder's provision. This helps the childminder to evaluate her setting and decide on improvements she would like to make. Parents are positive in their comments and say how much they value the care and affection given to their children.
- Children are learning to be polite and to take turns and share. The childminder encourages them to be respectful and considerate of the feelings of others. She takes children out to groups in their local community where they socialise with other children and adults. However, she does not provide many opportunities for younger children to learn about other communities and the wider world beyond their immediate experience or how everyone is different and unique.
- The childminder provides good opportunities for children to learn about colours and shapes, for example, as they practise fitting blocks into shape sorters. However, children's concentration is sometimes interrupted by other distractions in the environment, such as nursery rhymes playing in the background, and this occasionally leads to them losing focus on their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to keep children safe. She has a good knowledge of safeguarding and knows how to identify when a child's welfare may be at risk. The childminder keeps her training up to date and reviews her policies regularly. She understands the procedures to follow and who to contact if she has a concern about a child's well-being. The childminder prioritises children's safety. She carries out daily risk assessments of her premises and on outings. She conducts frequent fire evacuation procedures so that all children know how to react if an emergency occurs.

What does the setting need to do to improve?

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

- provide an enabling environment where distractions are limited to ensure that children are able to concentrate and do not miss valuable learning opportunities
- increase opportunities for children to learn about differences and similarities in

people and places outside of their own experience to develop their understanding of the world further.

Setting details

Unique reference number	EY419339
Local authority	Essex
Inspection number	10074656
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 2010 and lives in Ramsden Heath, Billericay, Essex. She operates all year round from 7am 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 childminder discussed her plans for the children's development and how she implements her educational programme.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written comments and testimonials.
- The inspector looked at relevant documentation, including suitability checks, children's records and the policies of the setting.

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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