

# Childminder report

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Inspection date: 28 October 2019

<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 eagerly explore the interesting and exciting activities the childminder provides. Younger children concentrate for some time when they use a pipette to transfer water from a container into different-sized pots. Older children use their imaginations to mix a potion with plants, toy bugs and coloured water. They cooperate with each other to decorate pumpkins and decide which one is the best. The childminder plans many opportunities for children to find out about the world around them, for example they visit the farm and sea life centre. Children enthusiastically recall where they have been and what they have seen.

The childminder's home is very well organised. Children choose what they want to play with as they move around safely indoors and outside. The youngest children find their favourite book and bring it over to the childminder to read. They snuggle up and name the animals they see, practising new words such as 'alpaca' and 'crocodile'. The childminder helps them look for the same toy animal so they can compare them and bring the story to life.

Children form warm relationships with the childminder and each other. They eagerly wait for their friends to arrive and excitedly call their name when the doorbell rings, keen for them to join in their games.

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

- The childminder is very creative. She presents the activities in such a way that children soon become engaged and engrossed. They are inspired by the drawings of pumpkins on the chalkboard outside and enjoy designing their own versions, taking great pride in their achievements.
- Children are supported to recognise numbers and quantities. The childminder uses their interests to build on their understanding of early mathematics. For example, toddlers choose a 'five little ducks' story sack and the childminder skilfully introduces 'adding up' and 'taking away' using toy ducks and pictures.
- The childminder engages children in many meaningful conversations. She asks questions and makes suggestions about, for example, what they could make next with the play dough. However, sometimes she does not give children enough time to think about their answers or to find things out for themselves.
- The childminder gathers a wide range of information from parents about what children can already do when they start. This helps her identify how she can continue to extend their learning.
- The childminder uses her ongoing observations and her very good knowledge of the children to decide what she wants them to learn next. She plans activities that support children to make progress. For instance, she explains that she provides a selection of tools, such as rolling pins and cutters, to support children

to develop their small hand muscles. In addition, she selects chunky chalks and writing equipment to make it more satisfying for even the youngest children to make large sweeping marks on the chalkboard.

- Children are cared for in a welcoming, home-from-home environment. They are comfortable to ask for a snack when they are hungry and the youngest recognise when they feel tired and want a nap. They wake up with a smile and are very pleased to see the childminder.
- The childminder takes responsibility for her own professional development. She meets with other childminders and shares ideas, taking inspiration for new activities. The childminder keeps up to date with current initiatives and legislation by accessing online learning. She completes her own research to keep her knowledge relevant and to inform her practice.
- Parents comment that the childminder is supportive and loving. They credit her with teaching their children many new things and being happy and confident. Parents gratefully receive photographs of their children engrossed in their play, engaged in activities and on outings. They appreciate being able to write their own remarks about what children learn and experience at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recently attended face-to-face safeguarding training. She describes how beneficial it was to share experiences and situations. She says this has helped to deepen her understanding of how to recognise and respond to a range of child protection scenarios. The childminder confidently explains the signs and symptoms that would cause concern, including those that may indicate a child is at risk from extreme behaviours. Adults living in the home have undergone checks to assess their suitability. The childminder maintains accurate registers. She recognises the importance of monitoring children's attendance and records accidents effectively.

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

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

- provide children with sufficient time to answer questions and to explore and think creatively before offering new ideas and suggestions.

## Setting details

<b>Unique reference number</b>	EY357564
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062974
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	14 October 2015

## Information about this early years setting

The childminder registered in 2007 and lives in Wickford, Essex. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Fiona Sapler

### Inspection activities

- The inspector viewed areas of the childminder's home used by the children, indoors and outside.
- Discussions were held with the childminder and children at appropriate times during the inspection. The childminder talked about the children she cares for and the progress they are making.
- The inspector observed the childminder's interactions and assessed the quality of teaching and its impact on children's learning.
- The childminder showed the inspector a range of documents, including her first-aid certificate, registers and suitability checks for herself and those who live in the household.
- The inspector read written testimonies from parents and evaluated their views of the provision.

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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