

Childminder report

Inspection date: 6 November 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 quickly into the warm and friendly environment. Children have strong attachments with the childminder and demonstrate they feel safe and secure in her company. The childminder provides children with good levels of stimulation and challenge to support their development in all areas of learning. Children are happy and settled in the childminder's care and she manages their behaviour appropriately. Children show a secure understanding of the expectations for behaviour and move around safely at all times. They enjoy exploring independently and making their own choices in their play from a wide range of toys and resources.

The childminder provides a language-rich environment for children. She interacts skilfully and enthusiastically to help build children's understanding and speech. She talks to the youngest children about what they are doing and are going to do later. For example, she helps them count carefully as they sort a range of coloured counters and small-world toys. This helps to support children's language acquisition and mathematical skills.

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

- The childminder is keen to ensure children have stimulating opportunities to build on their current skills in order to succeed in their future learning. She takes children on regular outings in the local community. For example, children enjoy visits to local farms and toddler groups. These help children to develop good social skills and gain an understanding of the wider world. Children benefit from walks to the local park where they access large play apparatus. They develop an understanding of how to keep themselves safe, such as negotiating their way safely over play equipment.
- The childminder prepares children well for the next stages of their learning, including starting school. Older children are supported well with their independence. For example, the childminder ensures that children are able to attend to their own toileting needs, with support when needed.
- The childminder knows the children well. She plans a range of activities that motivate the children to learn and explore. These are planned around children's interests and the next steps in their learning. The childminder provides a stimulating environment indoors and outdoors that successfully engages and motivates children to learn. Children are busy and engaged. They welcome praise and recognition for their achievements, which help to raise their self-esteem and confidence.
- The childminder values feedback from parents, children and support groups within the local community. She uses this information to evaluate her own practice and identify areas for improvement. The childminder then conducts her

own research to help build her knowledge of changes within the early years. However, the childminder does not always take advantage of the training and development opportunities available to her. She recognises that this is an area that can be improved upon, which will further raise the quality of her teaching.

- Partnerships with parents are good. The childminder works closely with parents to find out information about children's care needs and interests before they start attending the setting. Parents make positive comments about the childminder. They comment on the wide range of learning experiences the childminder provides and that she 'goes above and beyond' to meet the needs of their children. They feel that they are kept well informed about their children's learning and how to improve this further at home.
- The childminder supports children's communication skills effectively. She speaks clearly and uses repetition to help younger children pronounce letter sounds, and asks questions and introduces a wide range of new words. They enjoy singing their favourite nursery rhymes and copying the actions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of child protection procedures. She can identify when a child may be at risk. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. She is aware of wider safeguarding issues and ensures that all policies are updated to reflect these. The childminder has completed safeguarding training since the last inspection. She knows the action to take if she has concerns about a child's welfare. The childminder regularly assesses risks in her home environment and during visits to the community and outings to other local childminding groups.

What does the setting need to do to improve?

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

- identify opportunities to enhance skills and knowledge to reach the highest standards in meeting children's care and learning needs.

Setting details

Unique reference number	506189
Local authority	Essex
Inspection number	10062924
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 October 2015

Information about this early years setting

The childminder registered in 1996 and lives in South Woodham Ferrers, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and pre-arranged family holidays.

Information about this inspection

Inspector

Clair Stockings

Inspection activities

- The inspector and childminder viewed the areas of the home that are used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke to children during the inspection.
- The inspector and the childminder observed and evaluated an activity.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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