

# Childminder report

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Inspection date: 13 November 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	Met
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## What is it like to attend this early years setting?

### The provision is good

The childminder is very respectful of children's needs and feelings. For example, she asks them if it is okay for her to wipe their nose before doing so. Children are supported to learn about good manners by the childminder who acts as a good role model to them. Children have fun taking part in activities. They are supported to learn about the world around them through everyday occurrences, such as an aeroplane flying overhead. Children enjoy opportunities to practise their social skills during trips out. The childminder takes them to places that link to their interests, such as a farm or playground. Children show that they feel safe and secure in the care of the childminder. They develop close and warm relationships with her and enjoy her company.

Children are provided with opportunities to develop their physical skills as they throw or kick a football in the garden. They work out how to manipulate a rolling pin to flatten out sand as part of imaginary play. Children's communication and language skills are promoted well. They are encouraged to engage in conversations and, at times, initiate discussions. Young children move quickly from one conversation to another. The childminder gains their attention by using their names to help them focus on what she is saying. They use gestures, such as pointing, to let the childminder know that another child has something that they want.

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

- Children are encouraged to explore and discover through play. They have fun testing out their ideas during activities. For example, children work out how push sand into a small mould using their fingers. When they tip out their creation, children shout, 'Ta da' and proudly show the childminder what they have achieved.
- Children are supported to lead learning. For example, during snack time, the childminder notices their interest in a book about animals. When children have finished eating, she reads this story to them. The children show good participation and demonstrate their growing understanding of the world. They identify several animals, including a lion, and learn the names of others, such as 'porcupine' and 'camel'.
- The childminder helps young children to learn about what is acceptable behaviour. She provides them with consistent messages and guidance about sharing and taking turns during play.
- Children's independence is fostered. They are encouraged to make choices about what they would like to play with next. Before eating snacks, children wash their hands. When the childminder gives them soap, they are able to follow her instructions to rub their hands together. Children thoroughly enjoy cutting up fresh fruit, such as bananas.

- Children are supported well by the childminder from the start. She finds out significant information from parents that helps her to meet all children's unique needs and interests.
- The childminder ensures that she regularly reviews her professional development. She evaluates her practice to help her make informed decisions about areas she would like to improve. The childminder has undertaken some online training to help extend her knowledge and understanding of child development.
- Parents talk about the 'fantastic relationship' their children have with the childminder. They say that the care their children receive is of a 'high standard'. Parents describe the 'positive change' they have seen in their children and how they have 'flourished'.
- The childminder finds out about each child's learning needs from the start and carries out daily observations of their ongoing progress. However, she does not make the most effective use of assessments in order to help children achieve at the highest level.
- The childminder provides good levels of supervision. However, she does not make the most of everyday opportunities to support children's understanding of personal safety. For example, while she asks children not to climb on the sofa, she does not help them to understand why this behaviour could be risky.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed level 3 safeguarding training. This has helped her to increase her knowledge and understanding of how to effectively protect the safety and well-being of children in her care. The childminder shows a good awareness of what signs to look out for in relation to child abuse. She knows what action to take and the procedures to follow about any safeguarding concerns she has, should the need arise.

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

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

- enhance the use of assessment to focus more precisely on what children need to learn next
- extend opportunities to increase children's understanding of personal safety.

## Setting details

<b>Unique reference number</b>	EY468922
<b>Local authority</b>	Essex
<b>Inspection number</b>	10083139
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	6 June 2014

## Information about this early years setting

The childminder registered in 2013 and lives in Roydon, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Ann Cozzi

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with children and the childminder throughout the inspection and reviewed written feedback provided by parents.
- The inspector checked a range of records and other documents, including 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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