

# Childminder report

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Inspection date: 28 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children quickly settle and are secure in the warm, welcoming and homely environment. They engage in activities with enthusiasm and excitement, forming strong attachments with the caring childminder and each other. The childminder has high expectations for children. They are supported to make good progress and enjoy playing with a range of good-quality, age-appropriate toys and resources. Children show a positive approach to learning. They listen and behave well. Children show kindness to others. They willingly share toys and give cuddles to their friends.

The childminder provides a safe home. Children actively investigate their environment and are eager to explore toys and activities. Children have ample opportunity to be physically active outside. They ride tricycles and scooters and have plenty of space to run around and get out of breath. The childminder also takes children to local farms, parks and to childminder groups. This helps them develop their social skills. Children develop their early writing skills as they make marks outside in the garden. For example, they make marks on paving slabs with water and large brushes. The childminder has developed strong partnerships with parents and carers and involves them in their children's learning and in life at her setting. For example, she invites parents and carers to social events in her home.

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

- The childminder knows the children well. She observes their achievements and regularly monitors their overall progress. The childminder uses her observations to plan targeted activities that narrow gaps in development and promote progress across all areas of learning.
- The childminder interprets young children's methods of communication well. She effectively supports their emerging speaking skills. The childminder encourages children who speak English as an additional language to use their home languages, while supporting them well in learning to speak English. In addition to this, she teaches all children to speak Cantonese.
- The childminder has a calm, warm and friendly manner and children respond positively. Children are taught to be kind to one another. The childminder talks to them about the rules and has clear boundaries to help children feel safe. She provides lots of praise and encouragement, which boosts children's self-esteem.
- The childminder gets down to children's level and takes a genuine interest in what they do and say. Children's imaginations are sparked when they use play dough. The childminder encourages them to roll and stretch the dough, which helps them to build strength in their hand muscles. Although the childminder uses questioning as a strategy to find out what children know, she does not always give them sufficient time to think and respond before she moves on to

another question.

- Partnerships with parents and carers are strong. They comment on how pleased they are with their children's progress. They say that the childminder's home is 'welcoming', that their children are 'happy', and the childminder provides a 'high level of care'. The childminder works with parents to develop a shared approach to help children learn both with her and at home.
- The childminder regularly evaluates the quality of her provision. She attends training to gain additional knowledge and ideas. She implements what she learns, through training and online research, into her practice to ensure children are continually interested in activities and are inspired to learn.
- The childminder supports children to develop healthy lifestyles. She encourages them to eat healthy food. Good personal care routines are firmly embedded in practice. Children demonstrate good independence skills. For example, they put on their coats and shoes before they go outside. Children are motivated learners and are developing the essential skills they need for school.
- The environment is safe and secure and the childminder is vigilant in minimising any potential hazards and risks to children.
- Opportunities for children to explore a greater range of natural and everyday objects are not routinely offered to promote their investigation of different materials and textures.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to protect children. She implements policies and procedures to ensure their welfare. The childminder demonstrates a good understanding of the types of abuse and the signs that a child's well-being may be at risk. The childminder keeps her safeguarding knowledge up to date and knows the local procedures to follow if she has a concern about a child. This includes what to do if children are at risk of extreme views or behaviours. The childminder carries out risk assessments of her home and any outings in order to ensure children's safety in her care.

## 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 the time they need to find solutions and think of responses for themselves
- build on the already good opportunities to enhance children's imaginations and creative development.

## Setting details

<b>Unique reference number</b>	EY333558
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062958
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	13 October 2015

## Information about this early years setting

The childminder registered in 2006 and lives in Wickford, Essex. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Tina Mason

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact it has on children's learning.
- The inspector completed a joint review of an activity with the childminder.
- The inspector talked with the childminder and minded children at appropriate times throughout the inspection.
- The inspector looked at evidence of the childminder's suitability. She discussed how the childminder reviews her practice and viewed a range of other documentation.
- The inspector took account of the views of parents and grandparents spoken to at the time of the inspection.

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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