

Childminder report

Inspection date: 14 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy in the setting and build close emotional bonds with the childminder. They are confident in their interactions with her, seeking her out to share their play experiences. Children readily go to her when they are upset and enjoy her reassurance and cuddles. The childminder has clear and consistent boundaries for children's behaviour. She reminds children of these when managing unwanted behaviour. The strategies she uses take into account the age and level of understanding of the children. The childminder provides a varied range of toys and resources that are stored well. This enables children to select for themselves, effectively promoting their developing confidence and independence.

The childminder has a secure understanding of the age group she is working with and plans a varied range of activities. She extends activities to build on what children already know, although does not always respond well enough when children are not interested, to move on with something else. Despite this, the childminder engages children skilfully in conversation, modelling taking turns and introducing new vocabulary. Children are encouraged to repeat words back to the childminder and become confident communicators.

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

- The childminder knows the children well and understands where they are in their development. She uses this information effectively to plan for their next steps in learning. She checks children's ongoing progress regularly and ensures that they are making good progress towards the early learning goals.
- Overall, the childminder teaches effectively across the seven areas of learning. However, on occasion she perseveres with adult-led activities when children do not show any interest in them. At these times, this does not capture children's attention well enough to maximise their active learning.
- The childminder establishes loving relationships with the children in her care. She provides a welcoming play and learning environment and effectively supports children as they move from home to her setting. She has good settling-in procedures that are tailored to the individual needs of each child and their family.
- Children play well together and develop good friendships. They readily use a laminated 'emotion board' as a basis for talking about how they are feeling and how others may also be feeling. Children confidently think about the impact of their behaviour on others and select the smiley or sad face to put in the middle of the board.
- Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder plans outings into the local environment. Parents state that they appreciate the days out that children

have with the childminder. Children learn about their local community and people and communities beyond their immediate experience.

- The childminder promotes children's communication skills carefully. She asks questions to challenge their thinking and gives them time to consider and express their own responses.
- The childminder is aware of her strengths and areas for development. She reflects on the service she provides to ensure that children are happy and making good developmental progress.
- The childminder is committed to her professional development to improve her childcare skills and knowledge. For example, she has recently completed training in managing children's behaviour to ensure that she is responding to unwanted behaviour in a way that meets children's individual needs and promotes their self-esteem.
- The childminder establishes exceptionally strong partnerships with parents. Written testimonials from parents demonstrate the extremely high regard they have for her. They appreciate that the childminder provides children with the utmost 'care and love'. Parents state that their children are very happy in the childminder's care and describe her as 'approachable', 'professional' and 'so caring'. They declare, 'No other childminder will do.'
- The childminder understands her responsibility to work in partnerships with others who provide care and learning for the children so that any concerns can be quickly identified and managed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities regarding child protection. She is aware of the indicators of abuse and knows how to report concerns. She is aware of the importance of being alert to issues in a child's life that could indicate that they are at risk of significant harm.

What does the setting need to do to improve?

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

- review and revise how adult-led activities are implemented to respond more readily to children's level of interest.

Setting details

Unique reference number	EY394974
Local authority	Essex
Inspection number	10127200
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	27 July 2015

Information about this early years setting

The childminder registered in 2009 and lives in Rayleigh, Essex. The childminder operates all year round from Monday to Friday, 6am until 7pm, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jacqueline Mason

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written questionnaires completed by parents.

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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