

Childminder report

Inspection date: 12 December 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 benefit from a wide range of rich experiences, both at the setting and in the environment. They enjoy trips to the local airport, farm, beach and supermarket. They remember and talk about the different things that they have seen on their trips. Children feel safe and secure at the setting. They display their happiness by singing or dancing spontaneously.

Children have developed very positive relationships with the childminder. They enjoy the close attention that they receive. Children confidently ask for the things that they need or would like. For example, they tell the childminder when they are hungry and ask for paper and pens when they want to draw. Children are keen to share their achievements with her and she praises their efforts. The childminder knows the children in her care very well. They are valued as individuals, and their strengths and interests are recognised. This means that the childminder is able to plan activities that provide each child with challenges to help them make progress in their learning. Children are keen to learn and generally behave well. They listen to the childminder and follow out requests willingly. They are learning how to share the attention of the childminder and the toys with each other.

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

- The childminder has developed a curriculum that helps children to learn across all areas of learning. She places a high priority on supporting children's communication skills. The childminder engages children in conversations about the things that interest them. She skilfully asks questions that encourage them to think and allows them time to consider their response.
- The childminder helps children to develop a love of reading. She reads stories to them using props to increase their enjoyment and participation. For example, children enjoy looking at maps of 'The Gruffalo's journey'. They are able to retell familiar stories, using the new words that they hear in books. However, on occasions, opportunities to introduce children to other words are missed. For example, the childminder does not model the names of the natural resources that children play with.
- The childminder supports children's early writing skills very well. She helps older children to recognise letter sounds and write the letters in their name. Younger children enthusiastically engage in drawing, developing the physical skills they need for later writing.
- The childminder recognises opportunities to support children's mathematical skills through their everyday play. For example, she helps them to find numbers on calculators, phones and play car mats. Children explore shape and size as they fill tubes with natural objects such as pine cones.
- The childminder has established positive relationships with parents. They highly

value the service that she provides and feel confident that their children are being well prepared for school. Parents particularly appreciate the wide range of activities that children experience outside of the setting and the different opportunities they have to socialise with other children. The childminder and parents use an online system effectively to share photographs and videos of children's experiences. This allows them to build upon the learning that takes place at home and at the setting.

- The childminder has a commitment to continuing her own professional development. She coordinates a childminder group each week, developing a close network of support. The childminder has completed a wide range of additional training to support her work with young children. The impact of her new knowledge is evident in the enhancements that she makes to her practice.
- Children are familiar with the rules and routines of the setting, which supports their emotional security. They are helped to develop positive attitudes and behaviours. For example, the childminder supports children to understand the feelings of others who may be upset and encourages them to be responsible and helpful. Children tidy up the toys they have played with without prompting. However, opportunities that arise to promote equality by challenging stereotypes are not always noticed by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. She knows the procedures to follow if she has any concerns about the children in her care. The childminder keeps her safeguarding knowledge up to date and talks confidently about the possible signs and symptoms of abuse. She ensures that her home is safe from unnecessary risks and has clear plans in place in the event of emergency situations.

What does the setting need to do to improve?

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

- support children's communication skills even further by modelling more new words to extend their wide vocabulary
- recognise opportunities to promote equality and diversity by challenging stereotypical behaviours and attitudes.

Setting details

Unique reference number	EY300096
Local authority	Essex
Inspection number	10073488
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2004 and lives in Basildon. 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.

Information about this inspection

Inspector

Kelly Brooker

Inspection activities

- The inspector spoke to the childminder about how she organises her early years provision and curriculum.
- The inspector looked at a sample of the childminder's documentation.
- The inspector took account of the written feedback from parents and older children.
- The inspector and the childminder took part in joint observations of children at play to evaluate the learning taking place.
- The inspector observed the daily routines and the interactions between the childminder and children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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