

# Childminder report

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Inspection date: 7 January 2020

<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 enjoy spending their time with the kind and caring childminder. They have fun playing together in a well-maintained and calm environment. Children develop good knowledge and skills across all areas. They are confident to work out how to solve problems, such as how to successfully use play-dough tools. Children show pride in their achievements, such as when they manage to skilfully push a piece of dough into a small container. As it emerges, children watch in fascination, noticing that it has changed shape. Children show their growing awareness and understanding of the world around them when they tell adults their creation looks like 'a snail'.

Children are provided with plenty of opportunities to develop their physical skills. They spend time in the childminder's garden and at local parks using large play equipment. Young children enjoy working out how to propel a sit-and-ride toy around the childminder's home. Very young children use sounds and gestures, such as pointing, to let the childminder know that they would like another piece of banana. Children enjoy plenty of opportunities to socialise with others during visits to local groups and other registered childminders.

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

- Children show a good attitude to learning. Older children engage in creative play opportunities for long periods of time. They also demonstrate high levels of concentration. Younger children show interest and curiosity as they explore the good range of interesting toys provided.
- The childminder uses a broad range of teaching methods. She helps children to develop very good communication and language skills. Older children enjoy playing games that test their understanding of sounds. They successfully identify 'M' for 'mum' and 'W' for 'water', and are supported well to learn new sounds. Children show great pride in this achievement and thoroughly enjoy the positive praise given to them by the childminder.
- Children are very well behaved. The childminder sensitively helps them to develop their understanding of what is and is not acceptable behaviour. Older children show empathy towards those younger than them. They also recognise and acknowledge younger children's good behaviour.
- Children develop very close relationships with the childminder and firm friendships with each other. Older children include those younger than them in complex imaginary games. They pretend that a rug is the sea and tell an exciting adventure that happens in the water.
- Children are happy and confident to move around the childminder's home. They choose what they would like to play with next, with ease. Young children look to the childminder for support when needed. Older children are self-assured and

freely express their opinions.

- Parents comment that their children are happy in the childminder's care. They talk about how the childminder spends 'so much time' doing activities with children. Parents say that children are provided with a 'variety of toys and a lovely, spacious garden'. They talk about how their children have learned about how the childminder's chickens lay eggs. Parents also comment that their children enjoy reading books with the childminder. This demonstrates how the childminder has built positive relationships with parents.
- The childminder teaches children about how to stay safe. For example, when a very young child decides to sit on top of a toy garage, she talks to them about being careful. The childminder explains to older children that she cannot leave this child alone in case they fall off. Children confidently talk about crossing roads safely. They know that they must hold the childminder's hand, stating that otherwise they might 'crash into a car' and 'it will make you flat'.
- 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 always make the most effective use of assessments to help children achieve at their highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training that helps to increase her understanding of child protection issues. This supports her to effectively promote the safety and well-being of children in her care. For example, the childminder is able to confidently identify a wide range of indicators of child abuse. She knows what action and procedures to follow should she have any concerns about children.

## 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 even more precisely on what children need to learn next.

## Setting details

<b>Unique reference number</b>	EY399443
<b>Local authority</b>	Essex
<b>Inspection number</b>	10074322
<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>	15
<b>Date of previous inspection</b>	16 February 2016

## Information about this early years setting

The childminder registered in 2010 and lives in Epping. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Ann Cozzi

### Inspection activities

- The inspector observed the quality of teaching during activities 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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