

Childminder report

Inspection date: 14 January 2020

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 are extremely settled in the childminder's home, enjoying the time they spend with her. They form close bonds with each other, excited to see their friends when they collect them from nursery. Younger children walk along, safely holding the childminder's hand. They all understand they must stop at the zebra crossing. Children intently look for oncoming cars before they tell the childminder it is safe to cross. They confidently count the number of steps it takes to reach the childminder's house.

Children freely explore the childminder's well-organised home. They choose from interesting resources that the childminder has selected based on their interests. They play shops and are introduced to packaging that has come from various countries around the world. Children name the different fruits and vegetables, learning new words, such as 'kiwi'. They recognise numbers on the cash register and use money to pay their bill.

There are many opportunities for children to build on their developing literacy skills and broaden their knowledge. They can select from a wide range of fiction and non-fiction books. Children look through a book about germs and the childminder reminds them why they wash their hands. Younger children choose a nursery-rhyme book, pressing the button to hear the song. They do the actions as they sing along to 'Twinkle Twinkle Little Star'.

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

- Since her last inspection, the childminder has committed to building her professional knowledge. She uses online seminars, and research, to keep up to date with new initiatives and to inform her childminding practice. For example, she recently completed training relating to supporting children's speech and language and sought information to be prepared for changes in the inspection process. The childminder seeks the views of parents to help raise the quality of her childminding even further.
- Parents are asked for comprehensive information, from the start, to help the childminder understand what children already know and can do. She uses her own observations and frequent assessments, to identify how to continue to support children to make progress. She works closely with parents to provide a uniform approach, for example, to potty training and dummy use.
- The childminder works well with other settings the children attend, to provide a consistent approach to their learning. She has developed a document to inform other key staff of children's achievements while in her care. Parents are extremely happy with the provision. They feel well informed and describe the childminder as 'professional' and 'like a second mum', and comment that they

are 'lucky to have her'.

- The childminder actively plays alongside the children, talking through what they are doing. This helps to build on their vocabulary and understanding. However, occasionally, the childminder does not fully extend discussions or adapt her questions to challenge children's knowledge and learning even further.
- Children follow instructions well. They are encouraged to tidy up their toys when they have finished playing with them. The childminder says they are her 'little helpers' as they happily place toys back in the basket when asked.
- The childminder is quick to recognise that children may be hungry or tired, and responds well to their individual needs. They approach the childminder for comfort and reassurance, snuggling in when they feel sleepy. Younger children show empathy, re-enacting this caring approach in their play. They gently feed their doll, cuddle and rock them to sleep in the pushchair.
- Children learn how to keep themselves well and healthy. The childminder encourages them to try foods they will not usually eat, explaining that these are good for them. They take a bite and proudly show the childminder they have eaten a piece of cheese and a carrot stick.
- The childminder consciously sources instruments, books and dressing-up clothes that reflect diversity. Children smile and dance as they shake the maracas. They visit many groups and places of interest, such as the library, during the week. This supports their developing social skills, providing them with a range of experiences outside the home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She recognises indicators of possible abuse and neglect, including how to identify children who may be at risk from extreme behaviours or ideas. The childminder has kept up to date with changes affecting local child protection procedures and has attended safeguarding training to keep her knowledge current. She is confident of the actions to take if she is worried about children's well-being. The childminder clearly understands how to escalate concerns regarding an allegation against her, her family or any other adult working with children.

What does the setting need to do to improve?

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

- enhance interactions and questioning techniques to help children have their own ideas and challenge their thinking even further.

Setting details

Unique reference number	EY225721
Local authority	Essex
Inspection number	10062938
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	26 October 2015

Information about this early years setting

The childminder registered in 2002 and lives in Basildon, Essex. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Fiona Sapler

Inspection activities

- The inspector accompanied the childminder on a tour of her home and she explained how she organises her provision.
- The childminder discussed the children's learning and development and the progress they make.
- The inspector spoke to the childminder and interacted with children at appropriate times during the inspection.
- Children's play, activities and routines were observed. The childminder chose an activity and this was jointly evaluated by her and the inspector.
- The inspector spoke to parents and also took account of their written views.
- A range of documentation was reviewed, including attendance registers and suitability checks.

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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