

Childminder report

Inspection date: 21 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 benefit from the childminder's kind, caring and very attentive nature. They show that they feel safe and secure in her care. Children are very happy and eager to talk and play with visitors. For example, they invite them to play with animal puppets. Children have fun as they change their voice to represent the different animals. They confidently explore the environment. Children make independent choices from a varied range of organised and good quality resources that reflect their interests. They explore the sound of musical instruments. Children use wooden claves to tap out the rhythm of their favourite song and join in singing with the childminder.

Children are highly imaginative. They position stickers on dollies and pretend that they are spots. Children take on the role of a doctor. They listen to the dollies heart with a stethoscope and gently care for them until they decide that they are well enough to sit with other dollies. Children are inquisitive. They explore the texture and stretchiness of toy fish. Children enjoy listening to the childminder read them their chosen books. This helps to extend their listening and attention skills, develop a love of books and motivates them to make up stories using the pictures on the pages.

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

- The childminder plans a wide range of interesting and challenging experiences that reflect children's individual interests and learning needs. This means that children are keen to learn and make good progress in relation to their starting points. For instance, children use small tools, such as scissors to cut dough. They squeeze together different-coloured dough in their hands to create a new colour. This helps children to develop the small muscles in their hands in preparation for writing.
- The childminder places a very strong emphasis on promoting children's language skills. For example, she consistently engages in discussions with children, introducing them to new words, such as 'echo' and its meaning. The childminder sensitively supports the pronunciation of words they attempt to say. This means that children use complex sentences to recall previous experiences.
- The childminder is very positive in her approach and treats children with equal respect. She is a very good role model and effectively focuses on building children's social skills. This means that children behave well, build friendly relationships and have respect for one another.
- The childminder places a high priority on promoting children's hygiene and physical health. For example, children know to wash their hands after going to the toilet and build good strength and stamina as they climb large apparatus at the local park.

- Children benefit from organised visits with the childminder that helps them to develop a very good understanding of the world. For example, children search for wildlife during nature walks and visit local shops to learn about different occupations.
- The childminder is committed to continue to build on her knowledge and skills. Recent training has increased her awareness of innovative ways to tell stories to children to incorporate all areas of learning and development.
- Parents speak highly of the childminder. They comment how their children 'blossom' in her care and appreciate the 'home-from-home' environment that she creates. Parents contribute to initial assessments of children's starting points and are kept well informed about their children's progress. However, the childminder has not yet fully explored opportunities for parents to share information about their children's learning and development at home.
- The childminder encourages children to frequently count and use mathematical language in their play. For example, children sort different-coloured jewels into the matching coloured pot and talk about which pot has more jewels. However, the childminder does not always provide children with excellent opportunities to identify and describe shapes to extend their mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She maintains up-to-date knowledge of safeguarding through regular training. She knows how to identify if a child is at risk of harm, including from extreme views or behaviours. The childminder knows how to report concerns about children to relevant agencies, to maintain their welfare. She implements clear procedures to support children to remain safe when using technology.

What does the setting need to do to improve?

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

- extend the good communications with parents to further encourage them to support and share information about their children's learning and development at home
- enhance opportunities for children to identify and describe shapes during their play.

Setting details

Unique reference number	EY291993
Local authority	Essex
Inspection number	10062947
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 2004 and lives in Billericay. She operates from 7.15am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector and the childminder held a discussion to understand how the early years provision and curriculum is organised.
- The inspector completed a joint evaluation of an activity with the childminder. She interacted and spoke to children during the inspection.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided and discussed with the childminder how she reflects on the service she provides.

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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