

# Childminder report

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Inspection date: 22 January 2020

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| <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 are happy and relaxed in the childminder's company. They independently seek out resources to play with. Children choose music to listen to. They sing and dance spontaneously. Relationships are good. Children are learning to play well with their peers. They confidently make suggestions for activities, such as requesting to play outdoors or preparing grapes for snack. They know that the childminder will respond positively to their ideas. Children show they feel safe and valued as they practise skills, such as cutting fruit and vegetables.

Children are articulate and self-assured. They learn a wide range of vocabulary, such as 'spatula' while cooking. Children politely introduce themselves to visitors and chat in a friendly manner. They express their needs well. Children are ably supported by the childminder to manage their emotions. They learn how to consider the impact their actions might have on others. For example, they think about what might happen if they throw sand.

Children regularly explore the local outdoor environment, such as the sea front or the woods. They learn effectively about the importance of a healthy lifestyle, combining a good diet with being active outdoors. Children make good progress in their learning and development. This is because the childminder knows each child well, supports their interests and works closely with their parents.

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

- The childminder has created a caring, nurturing environment in which children thrive and gain a thirst for learning. They actively pursue their own interests. The childminder helps children to acquire knowledge and skills effectively, tailored to their individual needs. For example, she encourages children to use mathematical ideas of counting, measuring and volume during water play.
- Parents are involved in their children's learning through discussions with the childminder. They contribute to assessment records and view photographs of daily activities their children have been involved in. The childminder ensures children are achieving their potential effectively across all areas of the curriculum.
- A high priority is given to the importance of a healthy lifestyle. Children learn about planting and growing food by visiting the childminder's allotment. They find out about healthy eating and enthusiastically prepare a wide selection of fresh vegetables to make soup for their lunch. They are taught how to use the relevant tools, such as knives, graters and spatulas. Children learn about the importance of being safe through using equipment carefully. They understand how to check the temperature of the tap water is appropriate for use.
- Children develop an awareness of self-care. They know that they must cut

grapes in half prior to eating them to avoid them getting stuck in their throat. Children also show they understand good hygiene prior to food preparation. Children regularly discuss the temperature outside to help them determine what coats and boots need to be worn.

- Children gain a good sense of community as the childminder makes effective use of the local amenities. They visit the beach and sea-life centre. Children enjoy going to the local care home for older people, where they sing to the residents or participate in ball games. Children also have opportunities to participate in local clubs for activities, including gymnastics and arts and crafts.
- Children enjoy listening to stories. They cuddle up with the childminder and eagerly choose books to share. The childminder reads enthusiastically and children are captivated. She skilfully encourages the children to talk about the story, ask questions and join in actions to accompany words, such as 'jiggle'.
- The childminder gives good attention to help children learn new vocabulary and develop their early literacy skills. Children identify letter sounds at the beginning of words during independent play. For example, they say 'f,f,f is for fish', while playing shops.
- The childminder makes good use of her teaching skills to extend children's knowledge and to encourage them to think for themselves. However, sometimes, she asks too many questions in quick succession, without giving children the time to think and respond.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for keeping children safe and regularly updates her knowledge through training. She knows the processes to follow should any concerns arise about a child. The childminder carries out daily risk assessments before children use the garden. Gates indoors and outdoors are provided to create safe boundaries within which the children play.

## What does the setting need to do to improve?

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

- provide children with sufficient time to answer questions, explore and think creatively before offering further questions and ideas.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY341944  |
| <b>Local authority</b>             | Southend-on-Sea   |
| <b>Inspection number</b>           | 10071990  |
| <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>  | 17  |
| <b>Date of previous inspection</b> | 29 September 2015   |

## Information about this early years setting

The childminder registered in 2011 and lives in Leigh-on-Sea, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Liz Norton

### Inspection activities

- The inspector and the childminder completed a tour of the childminder's home. They discussed how the early years provision and the curriculum are organised.
- The inspector observed activities and held discussions with the childminder to evaluate the impact of practice on children's learning.
- The inspector took account of written reviews provided by parents.
- The inspector looked at a sample of relevant documentation, including training qualifications and evidence of the suitability of adults living on the premises.

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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