

# Childminder report

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Inspection date: 27 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 are busy, keen and active learners. They enjoy their time with the childminder and engage in purposeful play throughout the day. Children are happy and show that they feel safe. They smile and laugh together, even younger children who are still settling in the childminder's care. Children are polite and respectful, remembering to say 'please' and 'thank you' with no prompting from the childminder. They understand the simple rules they need to follow in the childminder's home, such as sitting at the table when they are eating.

Children have fun exploring red coloured rice, presented in a tray. They lift and pour the rice, using a range of spoons, scoops and bowls. They talk about making food for the childminder and she thanks them. Children have opportunities to develop their social skills when the childminder meets regularly with other childminders and their minded children. They attend childminder drop-in groups, go for outings in the local area and meet in each other's houses. Children are prepared for their next stage of learning as the childminder knows them well and plans a range of activities to help them to develop the skills they need.

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

- The childminder has a good relationship with the parents of the children she cares for. She spends time each day giving them a clear handover of information about their children. She encourages them to share information about the children's learning and home life with her.
- The childminder has strong links with staff at local pre-schools and schools, and works closely with them when children attend more than one setting.
- The childminder helps to develop children's communication and language skills. She speaks to children clearly, listens and responds to their questions. She asks them questions to help them to think critically. The childminder knows that it is important to give children time to consolidate their thoughts before asking another question.
- Babies enjoy a reassuring cuddle from the childminder. She gets to know their individual needs quickly to enable her to provide a safe and caring environment, even in their early days with her. The childminder recognises when babies' babbles have become the sound they make when they are tired. She settles them and supports them until they drift off to sleep.
- Children learn about keeping healthy. The childminder reminds them that it is important to put their hand over their mouth when they cough and to wash their hands regularly. Children understand the routine to wash their hands before they sit at the table for a snack or meal.
- Children enjoy playing outdoors in the fresh air when they go to the park or local play areas with the childminder. They have access to the childminder's garden

for physical play. However, the provision for children who prefer to learn outdoors is limited with regards to the other areas of learning.

- Since the last inspection, the childminder has completed mandatory training and is beginning to make use of online courses to update her knowledge. However, she has not used available resources to focus her professional development to help her to raise the quality of teaching and learning further.
- Children use counting and numbers in their play. They regularly count from one to 10 and sometimes back again. The childminder helps to develop their mathematical thinking, for example, by talking about 'full', 'empty' and 'half' when the children show her the containers they have filled with rice.
- The childminder prepares children for their next stage of learning, such as school, by helping to develop their emotional well-being and independence skills. She reminds children to have a go first before supporting them to achieve their task, such as putting on their boots to play outside.
- The childminder occasionally works with one of two assistants. They provide cover should she require additional help, but are not involved in the childminder's provision on a regular basis. The childminder monitors their practice and core training through regular discussions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of the types of abuse. She knows about the signs and symptoms that might alert her to the fact that a child's safety is being compromised, including radicalisation. The childminder regularly updates her safeguarding knowledge, for example, through training and through discussions with other childminders. The childminder knows the correct action to take should she be concerned about a child's welfare or if an allegation was made against any of the adults living or working with her.

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

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

- seek further professional development opportunities to help to raise the quality of teaching and learning for all children to a higher level
- improve opportunities for children who prefer to learn outdoors to have regular access to a wide range of experiences that cover all areas of learning.

## Setting details

<b>Unique reference number</b>	EY415280
<b>Local authority</b>	Essex
<b>Inspection number</b>	10074578
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	20 May 2016

## Information about this early years setting

The childminder registered in 2010. She operates Monday to Thursday from 8am to 5.30pm, and occasional Fridays, all year. The childminder occasionally works with an assistant.

## Information about this inspection

**Inspector**  
Lynn Hughes

### Inspection activities

- The inspector had a tour of the childminder's house with her and discussed how she uses the space to promote children's learning.
- The inspector observed the interactions between the childminder and the children and discussed the learning intentions for the activities provided.
- The inspector looked at a sample of documents, including the childminder's qualifications and the suitability checks of the adults living at the premises.
- The inspector discussed the childminder's relationship with parents and how she encourages them to play an active role in their children's care and learning.

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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Manchester  
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