

# Childminder report

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Inspection date:

6 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The childminder's home is inviting and spacious. Resources are well presented and easily accessible by children. Children have access to several rooms and a garden which offer plenty of toys and equipment to enhance their learning. They quickly form warm and caring relationships with the childminder, who is always on hand to offer reassurance or help. Children are happy and enjoy their time with the childminder. They participate in the planned activities she presents to them, as well as guiding their own play and learning. Children are highly engaged in activities provided and concentrate for longer periods of time. Children giggle infectiously as they scoop and pour rice and pasta into a variety of different containers.

Children enjoy spending time outdoors. The childminder makes excellent use of regular visits to a local farm where children enjoy a variety of different experiences and develop confidence around the animals. The childminder and the older children who attend are excellent role models for the younger children. This helps the younger children to understand what is expected of them. Children are calm and happy and, as a result, their behaviour is very good. The childminder knows the children well and this means she is able to meet their individual needs.

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

- The childminder has a good knowledge and understanding of how children learn and develop. She observes children as they play and knows each child's individual learning style. This helps her to provide individual play opportunities and experiences so that children are challenged in their learning. However, she does not provide a broad enough range of opportunities for children to practise mark-making skills, in order to fully support their early writing development.
- The childminder seeks to continuously enhance her skills. She attends regular and relevant training to further her skills and expertise. The childminder implements new ideas and strategies she has learned into the teaching she provides to children.
- The childminder provides home-cooked, healthy meals. This helps to support children's health and well-being. All children sit at the dining table and eat together. The mealtime is a sociable event and children are keen to share their views and interests with each other. The childminder helps to promote good manners. The children instinctively say 'please' and 'thank you' and are extremely polite.
- The childminder develops professional relationships with the staff at the local school and pre-school. She speaks to staff when she collects the children, to gather information about what children are learning. She supports children with their homework and provides resources for them to practise their developing skills. This helps to support continuity between school, pre-school, the

childminder and parents. Parents are complimentary about the childminder and comment on the range of activities and outings she provides.

- Children of all ages become independent; for example, they wash their hands before snack time and put on their own shoes and coat before going out. They learn about keeping healthy as they chat to the childminder about foods that are good for them. Children are encouraged to take turns and share the resources. They are kind and friendly to each other. Young children spontaneously offer help and support to others. They behave well and play cooperatively.
- Children enjoy creative activities linked to themes. For example, children are provided with a large range of craft materials. They select those that are of interest to them and carefully stick them onto heart shapes to make into cards. The childminder chats to them about their choice of materials, colours they use, the textures they can feel and the different ways they could join materials. Children are very proud of their creations.
- The childminder supports young children's language and communication skills well. She extends children's vocabulary effectively as she refers to the different size, colour and shape of items. Children naturally repeat the words she says.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She understands her responsibility to maintain records and to report any concerns she may have about children's welfare. The childminder keeps her knowledge updated by completing training and is aware of wider child protection issues. The childminder carries out regular checks of her home to ensure that risks to children are minimised. She teaches children how to remain safe. For example, they learn about dangers to look out for when at the park or on outings.

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

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

- provide further opportunities for children to explore and practise their early writing and mark-making skills.

## Setting details

<b>Unique reference number</b>	201747
<b>Local authority</b>	Essex
<b>Inspection number</b>	10070288
<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>	11
<b>Date of previous inspection</b>	28 April 2015

## Information about this early years setting

The childminder registered in 2000 and lives in Laindon, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Le Marie

### Inspection activities

- The inspector viewed the areas used for childminding and held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector saw a sample of documents, including evidence of the suitability and qualifications of the childminder.
- The inspector took account of the views of parents through written feedback.
- The inspector spoke to children at appropriate times throughout the inspection.

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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