

Childminder report

Inspection date: 21 February 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 happy and feel at home in the childminder's welcoming environment. They enjoy choosing from the vast array of resources available to support their play and learning. Children build good relationships with the childminder and her assistant. They form a trusting bond with them and this helps them to feel safe and secure. Children's behaviour is good. They are familiar with the rules and routines of the setting. Children understand the boundaries that are appropriate for their age and stage of development. They display affection to the childminder and go to her often for cuddles.

Children have good opportunities to develop their physical skills. They have a wide range of apparatus to use in the garden, where they practise climbing and balancing. Children enjoy frequent outings to places of interest, such as the zoo and farm. They socialise with other children and adults and develop a deeper understanding of the world. Children become independent learners. They concentrate on tasks that interest them. They develop patience as they struggle to fit the pieces of a wooden train track together. They use their fingers to manipulate the connections and develop good hand control in readiness for early writing.

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

- The childminder has a good knowledge of the 'Statutory framework for the early years foundation stage'. She has a sound understanding of child development and what children need to learn. The childminder monitors children's progress closely. She plans her educational programme to focus on any gaps in children's learning and carefully supports their individual needs.
- Partnerships with parents are strong. The childminder works closely with parents and shares information about their children's development and care daily. She involves parents fully in their children's learning and supports them to continue their activities at home. The childminder provides detailed progress checks for two-year-old children and shares these with other professionals involved in children's care.
- Children become engrossed in their play. The childminder supports them at their level and extends their learning by introducing resources and making suggestions. The childminder promotes children's communication and language development well. She encourages children to speak and asks them open-ended questions that provoke a response.
- The childminder and her assistant encourage children to be competitive. They teach children about winning and losing. For example, they challenge children to a race with cars on a spiral track. Children are excited as they rush to push their cars down the slope and find out who is the winner. They are confident to take risks, knowing they are closely supervised and safe.

- Children use their toys to mimic everyday life and this teaches them more about the world. For example, they set up a level crossing with traffic lights on a track. The childminder joins their play and asks about the colours that mean 'stop' or 'go'. She teaches children about the properties of magnets and how they connect the carriages together or push them away.
- The childminder introduces counting, numbers, shapes and colours to children as they play to develop their mathematical knowledge. She provides a good range of books, both fact and fiction, for children to discover. However, she does not always persevere and find different ways to engage children in stories when they decline to take a sustained interest.
- The childminder evaluates the effectiveness of her practice. She seeks the views of parents on the service she provides. The childminder reviews her policies regularly to reflect changes in procedures. She works closely with other providers in the area to exchange ideas and information.
- The childminder supervises her assistant and provides him with the necessary information and support. She ensures that they are both up to date with mandatory training, such as safeguarding and paediatric first aid. However, the childminder has not continued to pursue more professional development opportunities in order to continually raise the quality of her teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to protect the children in her care. She ensures that she and her assistant update their training regularly to keep them well informed of any changes in local procedures. The childminder has a thorough understanding of the signs and symptoms of abuse, and her knowledge of safeguarding is strong. She has a good understanding of the 'Prevent' duty and other areas where children could be at risk. The childminder keeps good records and knows how to report any concerns.

What does the setting need to do to improve?

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

- build on children's literacy development and enhance their enjoyment of books, rhymes and stories to extend their vocabulary further
- pursue further continuous professional development opportunities and raise the quality of practice to the highest level.

Setting details

Unique reference number	EY424650
Local authority	Essex
Inspection number	10074732
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	19 February 2016

Information about this early years setting

The childminder registered in 2011. She lives in Wickford, Essex. The childminder operates Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays and family holidays. She holds an appropriate childcare qualification at level 3. The childminder works with her husband who is her assistant.

Information about this inspection

Inspector

Jenny Forbes

Inspection activities

- The inspector looked around the areas of the setting available to children.
- The childminder discussed her plans for the children's development and how she implements her educational programme.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written comments.
- The inspector looked at relevant documentation, including suitability checks, qualification certificates and the policies of the setting.

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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