

Childminder report

Inspection date: 24 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 form strong bonds with each other. They greet their friends enthusiastically and quickly invite them to join in their games. They use their imaginations, pretending to buy food in the 'shop' and make a picnic. They communicate confidently, telling each other about their favourite foods. Children freely explore different ways they can use the available resources. For example, they decide to turn a set of saucepans upside down and happily sing along as they bang out a tune.

Children feel secure in the childminder's home. They talk to the childminder about how they are feeling and what makes them scared. They learn how to do a 'thumbs up' and are proud of their achievements. Children recognise how to keep themselves safe. They tidy up the toys as soon as they are asked, knowing this is so they do not fall over. They explain they have to 'stop and listen' before crossing a road.

Children access a range of activities that support their physical development. They count beads and pasta pieces as they accurately thread them onto a length of string or a pipe cleaner. They play outside and run around like aeroplanes. Children enjoy making marks with chalk on the ground. They are beginning to identify shapes, excitedly showing they have drawn circles and 'wiggly' snakes.

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

- The childminder reflects on her practice and focuses on ways to improve her provision. For example, she has recently reduced the amount of available resources, carefully selecting those that meet children's current interests. She explains this has resulted in children being more involved and engaged in their play.
- Children go out regularly with the childminder. They have rich experiences to help them to learn about their local community and the wider world. For instance, at Chinese New Year they visited the local takeaway and tried eating with chopsticks. Children frequently go to a nearby aquarium where they have the opportunity to learn about caring for fish and small mammals.
- The childminder reads expressively and captures children's attention. They listen attentively to a story, joining in with familiar phrases. Children talk about their favourite characters, and the childminder introduces new words, such as 'scornful' and 'talent'. She explains these in an age-appropriate way to build on children's vocabulary. The childminder points to words as she reads, which develops children's understanding that written words have meaning. The childminder uses these opportunities to check what children know and remember. For example, when reading a story about pancakes, she skilfully

assesses what children recall about making their own. They eagerly list the ingredients and talk about how they mixed them together.

- Parents provide comprehensive information from the start, including what children can already do and their interests. This informs the childminder's planning to support children's ongoing learning. She carries out regular assessments, identifying any gaps in their development. The childminder shares termly reports with parents so they are aware of how they can extend children's learning at home. She completes the required progress check for children aged between two and three years. However, she does not always time these checks to coincide with those made by other professionals, such as the health visitor. This limits opportunities to promote a more joined-up approach to supporting children's development.
- Children learn to be kind and respectful to each other. They happily share out pasta pieces so they all have enough to play with. They know they must take turns to select a book for the childminder to read and wait patiently to hear their chosen story.
- The childminder welcomes support from the local authority advisory team to ensure she is aware of new legislation and developments. She takes responsibility for carrying out her own research to keep her practice and professional knowledge up to date.
- Parents are extremely happy with the care provided. They describe the childminder as being amazing, and say that she is an important part of their lives. They feel well informed through informal chats, daily communication books and photographs of their children engaged in the many varied activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder clearly understands possible signs and symptoms of abuse. She has a secure knowledge of the procedures to follow if she is worried about a child's well-being. This includes children who may be exposed to extreme attitudes and behaviours. The childminder knows the actions to take in the event of an allegation against herself or a household member. She is aware of the relevant agencies to refer her concerns. The childminder undertakes training to keep her safeguarding knowledge up to date. She recognises the importance of monitoring children's attendance records to identify patterns that show their welfare may be compromised.

What does the setting need to do to improve?

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

- review the timing of the progress check for children aged between two and three years so that this can more consistently coincide with checks made by

other professionals.

Setting details

Unique reference number	EY396999
Local authority	Southend-on-Sea
Inspection number	10074295
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 April 2016

Information about this early years setting

The childminder registered in 2009. She lives in Westcliff-on-Sea, Essex. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The childminder discussed with the inspector how she organises her provision and how this helps children to make progress.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder and the inspector assessed the impact of the childminder's teaching on children's learning and development.
- The inspector spoke to parents and took account of some written testimonials.
- A range of documentation was reviewed, including attendance records and the safeguarding policy.

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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