

Childminder report

Inspection date: 10 March 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 content, safe and happy in this homely, caring childminding setting. They have a strong bond with the childminder. Relationships are good between the children and they are respectful and kind to each other. They help each other while playing a matching pairs memory game and give praise when they are successful. Their behaviour is very good and the childminder ensures that they are regularly reminded about having good manners. Their social skills are well developed through regular meetings with other childminding groups.

Children are keen to explore new painting activities using syringes, and enjoy experimenting with mixing colours. They follow the clear instructions given by the childminder and confidently chat about the activity, as well as recent events in their lives. They display very good levels of concentration during activities and do not give up, for example, when trying to control the flow of paint from the syringes. Children make good progress as the childminder knows each child well. She builds on the learning they already have and tracks their achievements. Children regularly recall previous experiences, such as visits to the sea life centre. They learn new vocabulary and knowledge linked to the farm topic, for example, about how horses are measured in hands.

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

- The childminder works closely with other childminders in the locality. They meet regularly to plan a broad range of stimulating activities for the children, covering the early years curriculum. They join each other for trips out and to provide opportunities for the children to socialise in larger groups. This aids the development of their social skills. Good use is made of regular visits to local parks and woods where children participate in den building, nature trails and bug hunts.
- The childminder creates a calm and purposeful atmosphere that is conducive to children's learning. This facilitates good levels of attention and concentration. She competently adapts her teaching to match each child's stage of development and their interests. Their progress is carefully tracked and recorded. The childminder reflects on how she can modify her practice to make improvements. She keeps her knowledge up to date by accessing training courses to support her professional development.
- The partnership with parents is strong. Good communication links with parents have been established and the childminder regularly shares photographs and updates on the children's progress. Parents comment on the 'happy, kind and nurturing environment' provided by the childminder.
- The childminder implements a clear policy on hygiene, with good routines for handwashing and teeth brushing. Children wash their hands carefully for a good

length of time by singing 'Twinkle Twinkle Little Star' as they do so. They are served with freshly cooked hot meals each day and understand that it is good to drink water.

- Children's language and literacy skills are supported effectively by the childminder. She gently engages children in conversation and gives them time to express their thoughts. They chat easily about riding bicycles and scooters at home. The childminder questions them about whether they have stabilisers or not. Children are articulate and responsive and demonstrate good levels of understanding. Children enthusiastically join in action nursery rhymes.
- Mathematical skills are incorporated into activities well and children are familiar with counting to 10. They compare objects of different size and use mathematical vocabulary, for example, when drawing around their hands and those of their peers and commenting, 'I've got the biggest hand.'
- The organisation of resources within the setting is cluttered, which means children cannot easily access them, limiting their independence in selecting items. Although children can make requests for books, they cannot easily reach them as the box they are stored in is too high to reach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding matters. She accesses relevant training to keep her knowledge current and knows her responsibilities for protecting children from harm. She is able to recognise potential signs of children being at risk of harm and knows the local authority procedures to be followed if action is needed.

What does the setting need to do to improve?

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

- enhance the organisation of resources so that they are more easily accessible to the children, to support their independence and choices for play.

Setting details

Unique reference number	119428
Local authority	Southend-on-Sea
Inspection number	10071976
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 October 2015

Information about this early years setting

The childminder was registered in 1989 and lives in Leigh-on-Sea, Essex. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Liz Norton

Inspection activities

- The inspector viewed the childminding setting and discussed how the childminder plans her educational programme.
- The inspector observed the quality of teaching during activities and held discussions with the childminder to evaluate the impact of practice on children's learning.
- The inspector spoke to children during the inspection and took account of written feedback provided by their parents.
- Relevant documentation to ensure the effective organisation of the childminder's provision was checked and discussed.

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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