

Childminder report

Inspection date: 3 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 happily settled in the childminder's home. They enjoy listening to their favourite stories. Young babies bounce enthusiastically on the childminder's lap, excitedly waiting for her to open the book. They try turning the pages and make the sounds of the animals they can see, building on their communication skills. Older children learn the difference between a 'sausage' and 'salami' and try saying the new word. They pretend to go shopping with the childminder, ticking off food from a list. This helps to support their early writing skills and developing understanding that words have meaning.

Older children recognise numbers in a book and count the dinosaurs on the page. They concentrate on using wooden shapes to make a circle, comparing this to the round stickers they use to create a caterpillar picture. Children take magnifying glasses into the garden to search for real caterpillars. They explore a pile of leaves when the childminder explains that woodlice live where it is wet and muddy.

Children learn how to keep themselves safe. They know the childminder's rules and firmly hold onto the pushchair to cross the road. They tell her there are no cars coming and it is safe to cross. Children show care and consideration for others, understanding they must keep small pieces away from babies and younger children.

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

- The childminder accesses a broad range of online workshops to keep her childcare knowledge up to date. She reflects on what she learns, using this knowledge to develop plans for her provision. For example, the childminder identifies that she wants to introduce more opportunities and resources for children to investigate, to promote their curiosity. She receives support from a network of childminders as they share ideas and experiences with each other.
- Children are developing their independence skills. The childminder encourages them to try and put on their boots by themselves. They get changed to go to nursery and are beginning to competently dress and undress themselves.
- The childminder plans activities she knows children will enjoy. She introduces them to objects in a story sack that are linked to a familiar book. Children wiggle the finger puppets to help tell the story. Babies use their senses to explore the texture of the cuddly toys. However, occasionally, the childminder's interactions do not encourage children to fully express their own ideas as they engage in the activities she provides.
- Babies' needs are sensitively met. The childminder knows when they are tired and provides cuddles and comfort to reassure them. She follows their individual routines, which helps them to feel secure. Gentle interactions and eye contact

with the childminder support young children's well-being when having their nappy changed.

- The childminder organises her home to meet children's developmental needs. For example, she has cleared some space so that babies can safely pull themselves up to stand. She has placed interesting toys just out of reach to encourage them to practise their developing physical skills.
- The childminder gathers information from other settings children attend to enable her to complement what children are learning elsewhere. She shares her assessments of children's progress with them, which contributes to a shared approach to children's learning and development.
- Parents provide detailed information about what their child can already do when they start. The childminder continues to carry out regular assessments of children's learning. This helps her to identify gaps in their development and target appropriate support. She shares children's progress with parents and provides suggestions about how they can become involved in their child's learning at home.
- The childminder regularly takes children into the local community to visit nearby parks and woodlands. They frequently attend toddler groups, which enhances children's social skills and provides them with further opportunities to take part in messy and sensory activities. Children talk about their trips to the shops and visits to the stables to see the childminder's horse.
- Parents are well informed about their child's day. The childminder sends them photographs that show their children involved in activities. They appreciate the regular updates, and praise the childminder for being 'flexible' and 'trusted'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities to protect children. She recognises the signs and symptoms that could indicate a child is at risk. The childminder knows the actions to take if she is concerned about children's well-being. This includes referring to agencies in the event of an allegation against herself or other adults who work with children. She is confident to follow procedures if she identifies that children may be at risk of being exposed to extreme views or behaviours. The childminder regularly refreshes her safeguarding training to keep up to date with procedures and legislation.

What does the setting need to do to improve?

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

- make more opportunities for children to further develop their own ideas during play and discussions.

Setting details

Unique reference number	EY415402
Local authority	Essex
Inspection number	10063010
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	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 September 2015

Information about this early years setting

The childminder registered in 2010 and lives in Basildon, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a full and relevant qualification at level 3.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The childminder explained to the inspector how she organises her provision and the impact this has on children's learning and development.
- The inspector assessed the quality of teaching and how this supports children to make progress.
- Parents' written views were taken account of.
- The inspector accompanied the childminder and children on a walk to a local nursery.
- A range of documentation was reviewed, including the safeguarding policy, suitability checks and children's attendance records.

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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