

Childminder report

Inspection date: 2 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder, responding warmly to her and to the welcoming environment. They benefit from an inviting learning environment and a wide selection of resources. Children are very familiar with where resources are kept and can independently help themselves to toys that capture their interest. Children understand the expectations for behaviour and respond well to the childminder's instructions. They are well mannered and respectful of adults. Children form good friendships with their peers. They play cooperatively together and seek each other out to share experiences.

The childminder carefully structures routines for the day. This helps children to feel safe and secure as they know what to expect. Children excitedly gather for circle time, sharing familiar songs and confidently joining in with actions. The childminder helps them to count how many people are attending and to share how they are feeling. Children show good levels of independence and see to their own personal care needs effectively. For example, they put their coats and shoes on ready for outdoor activities. Children learn good hygiene practices. They wash their hands independently and know to follow hygiene routines after using the toilet and before eating. This contributes to how children gain a good understanding of keeping themselves healthy and safe.

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

- The childminder gathers in-depth information from parents about children's development when they start at her setting. This helps her to get to know children well. The childminder assesses and tracks children's development. She plans next steps in their learning to challenge children to make further progress.
- Children, including those who speak English as an additional language, are carefully supported to develop good communication skills. The childminder speaks clearly to them, checking that they understand her and encouraging them to add words and form longer sentences. Children confidently recall activities, and the childminder includes them in discussions about topics that she knows interest them. For example, children talk to each other about the flowers they see when out on a walk. They look carefully at each one and with the childminder's help name the flower head, petal, stem and leaf.
- During the COVID-19 (coronavirus) lockdowns, the childminder cared for children on a flexible basis. She provided them with favourite toys and activities to help them to feel settled in her care. The childminder implemented new procedures to keep children, families and herself safe. For example, she no longer allows parents into her home and instead passes children and information about their day over at the door.
- The childminder has good links with other settings which children currently

attend. However, she has not yet fully established bonds with settings that children are moving on to. This means that her approach does not yet fully complement what children will learn when they start the next stage of their education.

- The childminder gets to know children extremely well. She forms positive relationships with their families. The childminder liaises with parents regularly to ensure she meets children's needs. Parents speak highly of the childminder and the 'home-from-home' setting she provides.
- Children have good opportunities to explore and investigate the natural world. For example, they watch carefully as a bee lands on a flower. The childminder introduces children to new words in response to their interests, such as 'pollen', and explains how bees move pollen from flower to flower.
- Great importance is given to children's physical health and well-being. The childminder provides a varied range of healthy, nutritious foods and ensures that children take part in daily physical exercise. Children enjoy exploring local parks and open spaces. They delight in preparing their own fruit salads for snack and are gently encouraged to try new tastes.
- The childminder has a good understanding of supporting children in early writing skills. She knows the importance of children developing strength in their hands and arms, and plans fun activities to support them to build this strength. Children excitedly dance around to action songs with scarves as the childminder leads arm movements in time to the music.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children from harm. She has completed safeguarding training. She knows exactly what to do if she had any concerns about a child and is confident to take the necessary action. The childminder plans her daily routine carefully to make sure children are always safe. For example, when she takes children to the park, she uses the safest route and teaches them to stop at each lamp post along the way.

What does the setting need to do to improve?

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

- enhance links with the other settings to provide consistency in children's learning as they prepare to move on to their next stage of education.

Setting details

Unique reference number	EY553683
Local authority	Essex
Inspection number	10174398
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 10
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Basildon, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jane Le Marie

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas of her home used for childminding and discussed how she organises the curriculum.
- The inspector discussed with the childminder the activities she had provided for children on the day of inspection.
- The inspector spoke with children during the inspection and took account of parents' written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and persons living in the household.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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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