

# Childminder report

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Inspection date: 22 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 very comfortable and relaxed in the childminder's and her assistant's care. They move freely around the childminder's home, making choices about where they play and which resources they use. When older children arrive back from their morning at nursery, they cheerfully enter, remove their shoes and coats and wash their hands. The children chat confidently to the childminder about their morning and what they have been doing at nursery. They tell her that they have been finding 'bones' in the sand.

Children behave very well and clearly understand the childminder's house rules and routines. They find their seat at the dining table and wait patiently for the childminder's assistant to prepare their lunch. Some children ask to make their own sandwiches. This request is followed and they are provided with buttered bread and fillings to put their sandwiches together how they choose. Children have close and caring relationships with the childminder and her assistant and frequently go to them for cuddles and to sit on their laps.

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

- During the COVID-19 pandemic, the childminder kept in regular contact with the families of children who were unable to attend her provision. On return, she re-assessed the children's development. Where the childminder and her assistant identified delays in the children's development, they focused their attention on helping children to re-build these skills, such as social interactions.
- Parents speak highly of the childminder and her assistant. They say how happy their children are in their care and how they always enjoy attending. The childminder acts on parents' feedback obtained through annual questionnaires. For example, the childminder acknowledged comments about healthier meals and has since reviewed her menus to include more fresh vegetables.
- The childminder and her assistant have very good links with the local school and nursery. They work collaboratively with them to share information about the children's learning and development.
- Children enjoy stories and singing sessions with the childminder. They sit on her lap and listen attentively to stories, which she reads in a fun and interesting manner.
- The childminder and her assistant have created an environment that is exciting, stimulating and resourceful. Children have excellent opportunities to explore a wide range of play and learning outdoors. They bury themselves under the mass of plastic balls in the 'ball pit'. Children build sand castles and models in the large sand pit. They practise their climbing skills as they negotiate steps, ropes and ladders on the large climbing structure.
- Children learn about the natural world and how fruit and vegetables grow. They

help to plant and tend to a range of vegetable and fruit plants, using their produce in snacks and meals.

- The childminder and her assistant make very good use of the local environment to enhance the children's learning. They regularly visit parks, playgrounds, the woods, the beach and the library.
- Children have good opportunities to develop an understanding of other people and their differing needs. For example, they freely access a selection of books about people from different countries and religions. They participate in the celebration of a range of festivals and special occasions to help to enhance their knowledge of the wider world.
- The childminder and her assistant demonstrate a secure understanding of the children and their differing needs. They plan a range of learning opportunities based on the children's interests and prior knowledge. The childminder and her assistant, occasionally, miss opportunities to fully challenge the most-able children to help them to achieve to the best of their ability.
- The childminder and her assistant help children to express themselves and talk about what they are doing. At times, however, the childminder asks too many questions in quick succession and, occasionally, answers the questions before children have time to fully consider their responses.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate very good safeguarding knowledge. They fully understand their responsibilities with regards to protecting the children in their care. The childminder and her assistant regularly update their safeguarding knowledge, for example through training and research. They complete training courses on wider safeguarding issues, such as the 'Prevent' duty and recognising the signs of radicalisation. The childminder effectively supports her assistant to understand her safeguarding policies and to further enhance her knowledge of child protection.

## What does the setting need to do to improve?

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

- review activities to ensure that all children are appropriately challenged in their learning so that they achieve to the highest level
- enhance children's knowledge, for example through effective questioning skills, and provide children with time to fully consider and consolidate their thinking.

## Setting details

<b>Unique reference number</b>	560080
<b>Local authority</b>	Essex
<b>Inspection number</b>	10069329
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	1 October 2014

## Information about this early years setting

The childminder registered in 1993 and lives in Colchester, Essex. The childminder works with one main assistant and works with other assistants during busy times. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lynn Hughes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents provided the inspector with oral and written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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