

# Childminder report

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Inspection date: 24 February 2022

<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 have tremendous fun with the childminder who is an enthusiastic playmate. All children are excited to join in the stimulating activities she provides. They demonstrate that they feel very safe and secure. Children confidently express their opinions to both the childminder and visitors. Children's behaviours are very good. When they accidentally bump into each other, they spontaneously apologise and show genuine concern for their friend's well-being. Children benefit from healthy meals and snacks that the childminder prepares. She involves them in discussions about which foods are healthy. They learn good social skills as they eat together at the dining table, and politely wait for each other to finish.

Children's needs are met as the childminder works closely with their parents. She takes time to fully understand children's individual care and learning needs, including their medical needs. Parents praise her reassuring nature and the support that she provides to both them and their children. Children and their families are treated with respect and the childminder works hard to provide an inclusive setting. Children make strong friendships that promote their confidence and self esteem. All children, including those with special educational needs and/or disabilities make sustained progress in all areas of learning and development.

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

- The childminder is ambitious for her setting. She seeks regular feedback from parents and children about how she could provide even more opportunities. She rearranges her setting to ensure that every child is able to access resources that promote their development. For example, when she minds very young children, she creates storage that allows them to see and independently choose toys. This provides opportunities for them to be actively involved in their learning.
- The childminder and children use mathematical language. For example, the childminder provides containers of different sizes as children play with rainbow-coloured rice. She encourages them to calculate how many scoops they need to fill the containers. Children's developing understanding about size is further extended as they discuss which type of building brick is bigger. They are supported to develop their understanding to promote future mathematical thinking and learning.
- The childminder plans activities to develop children's large and small physical skills. They go to the woods where they can explore and practise their balancing on logs. Children develop their skills in manipulating small objects as they carefully pick up and investigate grains of rice. Children enjoy plenty of opportunities to be physically active.
- The childminder supports children's speaking and listening well. She introduces them to new words as she reads books and discusses the stories with them. The

childminder links stories to children's activities. For example, she provides rainbow-coloured rice after reading 'the rainbow fish', and plans with the children to hunt for rainbows. Children confidently express their thoughts and chatter happily together. They develop good communication skills that equip them well for the next stage in their learning, including school.

- The childminder is interested in children's opinions. She consistently listens to their comments and responds to their questions. However, sometimes she does not give children time to think through, or try out solutions to their problems before stepping in to help. This means that children do not have the widest possible range of opportunities to test their own ideas or think through solutions to problems.
- The childminder makes accurate assessments of children's progress, including the statutory two-year check. She shares these with parents and provides ideas for how to continue children's learning at home. Where children attend other settings, she works in partnership with them and parents to create a joined-up approach to children's learning. This means that children can continuously build on their prior learning.
- Where children are delayed in any aspect of their learning or development, the childminder plans immediately for their progress. She seeks professional support and advice which she incorporates into her planning. Where children receive additional funding, this is spent in ways that directly lead to improvements for their development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that a child might be at risk of harm. She has an appropriate safeguarding policy and is clear about how and when to make referrals to the local safeguarding partners. The childminder understands wider safeguarding concerns, such as the risk of radicalisation and grooming. She is alert to the risk that children may have access to unsuitable on line content at home and is confident to raise these potential issues with parents. The childminder knows the steps she should take if an allegation is made about her or a member of her household.

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

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

- provide children with further time to express their ideas and try things out for themselves before stepping in with ideas or assistance.

## Setting details

<b>Unique reference number</b>	EY364473
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10074027
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	20 June 2016

## Information about this early years setting

The childminder was registered in 2008 and lives in Leigh-on-Sea, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification. The childminder is registered to provide funded childcare for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 childminder showed the inspector the premises and discussed how they ensure that it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children, and assessed the impact this is having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request including suitability checks of all members of her household.

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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