

# Childminder report

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Inspection date: 25 March 2022

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<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**

The young children the childminder currently cares for are content, relaxed and happy in her care. Children are very keen to do things for themselves, such as putting on their shoes. The childminder is patient with them and gives them time to complete tasks. Children know how to fasten themselves into their booster seats and show that they are pleased when they succeed. Children display their developing communication and language skills. They have good eye contact with adults and use babble and emerging words to hold conversations. The childminder is a good role model. She chats to children as they engage in play and learning.

Children are constantly busy as they play and explore. They particularly enjoy being outside. Children engage in active, physical play as they bounce on trampolines, climb up slides and ride on tricycles. Their skills are developing well and they persevere with new challenges, such as conquering the climbing frame. The childminder helps children to learn how to play safely. She often reminds them to walk when they are near the outside steps. Interactions between the children and the childminder are warm and friendly, and children's behaviour is good.

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

- During the COVID-19 pandemic, the childminder has noticed that some new children are finding it more difficult to feel secure in her setting. She has re-evaluated her settling-in procedures so that children have more time to become familiar with her. This enables children to feel safe and to build a strong bond with the childminder.
- The childminder is aware of where children are in their development. She observes them closely and identifies what children need to learn next. The childminder's effective planning for children's ongoing learning supports the good progress they make. She has a good understanding of the requirements of the progress check at age two to three years. The childminder carefully considers when it is best to carry these out for each child.
- Young children's hand-to-eye coordination is remarkably good. They skilfully use keys to open locks on a toy house. At other times, young children use pens to make marks. They carefully replace every cap before returning the pens to the box. These opportunities help children to build the skills they need for writing and using tools later in their education.
- Parents are complimentary about the childminder. They say their children are safe and happy in her care. Parents state that the childminder provides them with good information about what activities children take part in and how they are developing. This helps them to support children's learning at home.
- The childminder helps children to understand how to build healthy lifestyles. She provides many opportunities for children to be active outside, for example in the

garden and on outings in the local community. Children enjoy healthy snacks and know to have regular drinks of water.

- Children's early mathematical skills are good. They line up three chairs in the garden, realising that this is the right number for themselves and the adults present. At other times, children listen to the childminder count as they collect small items in their pockets. They are beginning to use numbers and counting for themselves as they play.
- The childminder talks about how she prepares children for moving on to school. She helps children to develop early skills that prepare them for learning how to read and write. The childminder has built good partnerships with local nurseries and schools. She understands the benefits to children when she works with them to promote continuity in children's learning.
- The childminder demonstrates a strong commitment to her work. She regularly meets with other childminders for peer support. The childminder feels that these relationships are important, as their professional discussions help to strengthen her practice. However, the childminder is not sufficiently focused on identifying and using professional development opportunities to further extend her knowledge and teaching skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She knows how to keep children safe and promote their welfare. The childminder describes the signs and symptoms of abuse. She is aware that these may indicate that children are at risk of harm or extremist behaviour. The childminder knows how to contact relevant agencies in the local area, to seek advice or to make referrals. She has clear safeguarding policies and procedures, which she uses to underpin her practice. The childminder undertakes safeguarding training to keep her knowledge relevant and up to date.

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

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

- build on professional development plans to strengthen knowledge and raise the quality of teaching to the highest levels.

## Setting details

<b>Unique reference number</b>	202479
<b>Local authority</b>	Essex
<b>Inspection number</b>	10072483
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	23 February 2016

## Information about this early years setting

The childminder registered in 1999 and lives in Ingatestone, Essex. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jill Hardaker

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed her curriculum and how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They discussed the needs of individual children and talked about the progress they are making.
- A sample of documents was looked at by the inspector. These included the suitability of household members and safeguarding and complaints policies and procedures.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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