

# Childminder report

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Inspection date: 29 March 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

The childminder provides a warm and inviting environment for the children in her care. They settle quickly and form strong attachments with her. Children confidently access a wide range of well-organised resources to meet their needs. Activities are planned around children's interests, which promotes focus to their learning. For example, children show an interest in counting. They find numbers in a tray and delight in holding them up when they have found the right one.

Children develop a love for books as they read stories together and show their understanding of familiar stories as they act them out using props. They pretend to 'stumble, trip' through the forest to find a bear. Children's language develops as the childminder questions them and invites them to use a rich range of vocabulary.

Children behave well and show respect and understanding for each other. Older children are kind and considerate to the younger children, making sure they are included in snack time and games. The childminder skilfully encourages positive behaviour and conduct with the younger children and, as a result, they learn to share equipment effectively.

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

- The curriculum is well understood by the childminder and builds on what the children already know and what they need to know next. She takes children's starting points into consideration and this shapes her planning to respond to their specific needs. For example, the childminder focuses her teaching on developing language to help children express their feelings.
- The childminder threads her intentions for children's learning throughout the activities and experiences she offers. In particular, children are given the opportunity to explore mathematical concepts at an age-appropriate level. They learn about concepts of volume as they play with bird feed. Children transport this in containers to fill other areas outside and make shakers with different volumes of dried pasta. They find pictures of numbers and confidently count from one to 10. This allows children to be secure in their knowledge for further learning and, as a result, make good progress.
- The childminder provides extensive opportunities for children to develop their physical development. Children use tools to cut up fruit, focusing on their control and hand-to-eye coordination. They are physically active outdoors as they ride cars in the garden and make marks with chalk on the shed wall.
- The childminder provides opportunities for children to follow and develop their play, leading to creative learning, particularly in storytelling. However, at times, this play can be dominated by the older children, and younger children are not given the opportunity to lead their own play.

- Regular trips to the farm and parks support children to experience the wider world around them and to explore their local community. For example, they experience events such as lambing and explore nature at the local compost garden. Children learn about the life cycle of waxworms as they look at them through magnified pots in the garden.
- The childminder uses every opportunity to promote the children's independence in managing their own personal needs. Older children dress themselves, wash their hands and use cutlery independently. Younger children are supported effectively as they learn to become potty trained.
- Partnerships with parents are good. Parents make positive comments about the care their children receive. The childminder works closely with other settings that children attend, ensuring key information is shared through daily handovers and comprehensive transition reports. This supports continuity in the children's learning and they move on to further education with confidence.
- The childminder is reflective in her practice. She keep her knowledge up to date through completing training and sharing good practice other childminders. As a result, children benefit from new ideas that inspire their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of signs and symptoms of abuse and/or neglect and is confident in her ability to keep children safe. She keeps up her knowledge up to date with regular training. The childminder is familiar with local reporting arrangements to ensure she can report any concerns swiftly to relevant agencies.

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

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

- provide more opportunities for younger children in the setting to follow their own interests and lead their own play.

## Setting details

<b>Unique reference number</b>	EY360791
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062977
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 October 2015

## Information about this early years setting

The childminder registered in 2007 and lives in South Woodham Ferrers, Essex. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

## Information about this inspection

### Inspector

Emily Woodhead

### 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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, the complaints record and safeguarding documents.
- The inspector took account of written views of parents during the inspection.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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