

Childminder report

Inspection date: 30 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children come in happily as the childminder welcomes them warmly and helps them feel at home. The childminder has improved her knowledge and understanding of how children develop and learn since her last inspection. Children benefit from broad learning opportunities that help them to make progress and learn skills they need for the future. For example, the childminder has a strong focus on promoting children's physical development and emotional needs. She praises children for their achievements when they try something new, for example when they climb up a higher slide. She helps children to work out how to get the lid off the paint, and encourages them to decide what colour paint they will use next. The childminder knows children well and helps them to explore different areas of learning through their interests.

The childminder has made improvements to her garden since the last inspection. It has become a safe and inviting space for children to learn in all weathers. Children enjoy sliding down the slide, riding in toy cars and examining spiders that they find in the garden. They extend their language as the childminder helps them to pronounce the word 'spider' more clearly and they talk about how the spider is 'sleeping'.

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

- The childminder has made significant improvements from her last inspection. She has updated all mandatory training, including attending paediatric first-aid training, and has improved her knowledge of safeguarding. The childminder has put steps in place to ensure she keeps her professional development up to date in the future. For example, she uses calendar reminders and regular personal reflection to make sure that she is increasing and refreshing her knowledge at relevant points. This helps her to maintain safe and suitable care for children.
- The childminder supports children to develop their communication skills. For example, she frequently engages children in high-quality conversations that expose them to spoken language and increase their vocabulary and confidence in speaking and listening. The childminder helps children to learn the meaning of words they use. When the door comes off a toy house, she asks children 'what's missing?' and 'where is the door?', as they work out how to put the house back together.
- Children have lots of opportunities to make their own marks in preparation for early writing. They paint and draw and the childminder helps them to describe the marks they make. The childminder is aware of the value of reading frequently to children. She engages them actively in stories, non-fiction books, rhymes and poems. However, she does not provide broad opportunities for the younger children in her care to access and explore books independently.

- The childminder enables children to choose what they would like to do. However, she does not always shape the activities that children choose to extend their learning further. While this approach helps her to embed children's existing knowledge and understanding securely, children do not experience new ideas as quickly as possible. Nevertheless, children are happy and secure in the childminder's care and clearly enjoy their time in her home.
- Children explore the world around them as they play outside. They listen to birds and look at different flowers, pointing out the colours they can see. The childminder supports children to listen for different birdsong and sings with the children. For example, they sing 'Five little monkeys bouncing on the bed' as they bounce on the trampoline together. Children giggle as they jump along with the song.
- The childminder has close relationships with the families of the children she cares for. This helps her to make adjustments to children's care as needed to continue to help children to feel safe and secure. Parents are happy with the care and education their children receive. They are pleased with the communication they get from the childminder and praise her dedication to helping their children's emotional development. Parents comment on the good progress that their children have made in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has thorough policies and procedures in place to manage any child protection concerns. She has improved her knowledge of broader child protection matters, such as signs of radicalisation and extremism. The childminder makes sure that her procedures are in line with the requirements of her local safeguarding partners. She has a clear understanding of her role and responsibility to report signs of potential concern to relevant agencies without delay.

What does the setting need to do to improve?

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

- shape learning experiences to introduce new learning more successfully and help children make their best possible progress
- support children's literacy development further by enabling them to have free access to a wider range of books.

Setting details

Unique reference number	EY560664
Local authority	Essex
Inspection number	10213642
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 October 2021

Information about this early years setting

The childminder registered in 2018 and lives in Loughton. She operates all year round, from 9am to 4pm on Wednesday and from 10am to 2pm on Tuesday and Thursday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Naomi Brown

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 the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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