

Childminder report

Inspection date: 22 April 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her co-childminder create a warm, welcoming and caring environment. They work very well together, sharing their skills to provide the best possible care and learning for children. Children show that they feel safe, happy and settled. The childminder is very warm and attentive towards them. She meets their emotional and physical needs very well. Children happily go to her if they need a reassuring cuddle. The childminder is a good role model, helping children to learn to be kind and respectful to each other and to look after and share their toys. Children behave very well.

Children explore their environment happily and investigate the toys and resources. Following their trip to the zoo, they often choose to play with the small-world animals. Children enjoy looking at the different patterns on the animals, such as the leopard, giraffe, tiger and snake. They have exciting hands-on learning experiences, such as watching the changes in the life cycle of the butterfly. Children listen to the story about a hungry caterpillar and count the food he eats. They pretend to be a caterpillar themselves, growing and changing into a beautiful butterfly. These activities help children's understanding of the natural world.

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

- The childminder and her co-childminder are enthusiastic and actively join in children's play. They have a good understanding of how children learn and develop. The childminder makes good use of the progress check for children aged between two and three years. It helps her to identify and address any gaps in children's development.
- Children gain the skills they will need when they go on to school. For example, the childminder helps them to become confident and independent. Children make choices and decisions as they move freely around the play areas and help themselves to resources. Children learn to manage their own personal care needs, such as washing their hands and using the toilet.
- Children are beginning to understand how to keep themselves healthy. The childminder provides them with nutritious meals and snacks. She has attended recent training to support her in encouraging children's good oral health. The childminder understands younger children's need for a rest or sleep during the day. Children spend time outdoors every day and have lots of fresh air and exercise.
- Babies and younger children have many opportunities to investigate and explore natural materials. Sensory toys and resources are used imaginatively so that children can examine different textures and use their senses. For example, children have fun exploring the items in the Easter sensory tray.
- The childminder provides good support for children at different stages of their

language development. She models and repeats language for children to hear, helping them to develop a wide range of vocabulary. Children are making very good progress in their listening, understanding and speaking skills. They love to listen to stories and take part in singing activities.

- The childminder manages children's behaviour well. This includes teaching good manners, sharing, taking turns and playing cooperatively. The childminder uses every opportunity to praise children for their achievements. Children have high levels of confidence and self-esteem.
- Children learn about different cultures and traditions. For example, they enjoy a Chinese feast and make their own fortune cookies as they learn about the Chinese New Year. This helps to develop children's awareness of the wider world.
- Parents are extremely happy with the care and progress their children make. They say that their children look forward to going to the childminder's house and playing with the other children. The childminder knows the families well. She regularly exchanges information about children's care and developmental needs. This helps to ensure a consistent approach.
- The childminder and her co-childminder are committed to providing the best service they can for children and their families. The childminder has a positive attitude to developing her practice and welcomes feedback from parents and children. However, she does not consistently make enough use of self-evaluation to identify how she can continually improve her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder have a good understanding of their safeguarding responsibilities towards the children in their care. The childminder knows how to recognise and report any child protection concerns. She is conscientious in keeping her knowledge up to date. For example, having completed 'Prevent' duty training, she is more aware of other child protection issues, such as radicalisation and extremism. The childminder has robust safeguarding policies and procedures in place. She was particularly vigilant in following the additional hygiene procedures introduced as a result of the COVID-19 pandemic.

What does the setting need to do to improve?

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

- extend the process of self-evaluation to highlight more clearly the strengths and areas for development, to continually drive forward improvement.

Setting details

Unique reference number	119404
Local authority	Southend-on-Sea
Inspection number	10106082
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	3 July 2014

Information about this early years setting

The childminder registered in 1992 and lives in Westcliff-on-Sea, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder and an assistant. The childminder holds an appropriate childcare qualification at level 5. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

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 the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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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