

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are confident and feel safe in the childminder's home. They have access to lots of things that they enjoy. For example, they explore many fiction and non-fiction books. These include books that help them point out things they see in the world around them, such as vehicles. The childminder supports children's speech and language development through lots of lively conversations about the things they see. She helps them to recognise and repeat new and familiar words. For example, children identify that a 'mixer lorry' carries concrete. The childminder corrects them gently when they pronounce this as 'roncrete'. When children describe a cable car as 'a box in the sky', the childminder praises the logic of their description and helps them to find out the correct name. This supports children's language and critical thinking skills.

All children learn to be independent, for example they manage their own toileting needs. Children put on their own shoes and coats to play outside. They think about why they need a coat on when it is cold. Children learn to use a range of tools, including dough cutters, blunt knives and scissors. They are curious and engage well with the childminder, which helps to support their overall development.

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

- The childminder has a good overall understanding of children's needs and how children develop and learn. She works closely with parents from the start to help her understand children's learning needs. She continues to gather some useful information from other settings the children attend to work out what children need to do next. This helps the childminder to build on what children have already achieved and to close gaps she finds in their learning. This supports children's good progress.
- The childminder follows a broad programme of professional development. She attends a range of training and works with other professionals to keep her knowledge up to date. Recent training in how to support children's learning and development has helped her to plan activities to support children's language skills. The childminder ensures that she meets all legal requirements of her registration. For example, she makes sure that any outdoor play is risk assessed securely. She ensures that she supervises children in her care at all times to keep children safe and well and to promote their good progress.
- The childminder encourages children to think for themselves and asks them questions to help them explore stories. For example, children predict what might happen next in 'Little Red Riding Hood' and discuss whether they were right. However, at times, the childminder does not follow children's lead to help them develop their spontaneous interests. For example, when children are keen to make their own models from dough, she encourages them to focus on using

cutters only.

- Parents praise the care that the childminder gives their children. The childminder works collaboratively with parents to support their children's learning. She has close relationships with parents and this helps her to know about children's changing needs.
- Children have lots of opportunities to develop their small-muscle skills and to use tools and writing materials confidently, such as large chalks. However, the childminder does not make the best use of her outdoor space at home to encourage children to be as physically active as possible, or to further explore the natural world around them. She takes children on some outings to local parks and on walks to support their physical health. However, she has not yet expanded on these activities at home.
- Children behave well and show that they understand the clear boundaries that the childminder gives to them. She is very patient and calm with the children, which helps them to learn to respect others and to be kind. The childminder's enthusiasm and positive attitude help children to enjoy their learning, and they feel at ease in her care. Children, including those who will shortly move to school, are able to manage their own behaviour successfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has maintained and improved her knowledge and understanding of child protection matters. She has attended training relevant to local issues and continues to assess how local safeguarding issues might impact on the children in her care, their families and her family. This demonstrates that she is able to prioritise children's safety.

What does the setting need to do to improve?

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

- give children more opportunities to follow and extend their own ideas, particularly during creative and messy play
- continue to develop outdoor play opportunities to help children explore the natural world around them and to give them more large-scale physical play.

Setting details

Unique reference number	EY334849
Local authority	Thurrock
Inspection number	10123691
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 September 2015

Information about this early years setting

The childminder registered in 2006 and lives in Essex. She operates during school term times from 7am to 7pm, Monday to Friday, except family holidays. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Naomi Brown

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 all areas of the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed an observation and how the curriculum had been implemented. They discussed the impact that this had on children's learning.
- 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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