

# Childminder report

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Inspection date: 4 May 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 welcoming home in which children are extremely happy and settled. Children build strong bonds with the childminder, showing genuine affection for her. The childminder's confident and relaxed manner helps children to develop a sense of belonging. She is a very good role model and children behave very well. All children show that they feel safe and comfortable with the childminder. She gives them lots of love and individual attention.

Children are keen to take part in all activities. They show very good levels of imagination and creativity as they act out different roles in their play. Children love to create stories as they play with toy figures. They can choose from the easily accessible resources, which helps to develop their independence and decision-making skills. Older children choose quieter activities after a day at school, such as drawing and playing board games. They quickly identify matching pairs as they play a game of 'snap' with the childminder. Young children understand the rules and are happy to take turns. They make good progress and acquire the skills they need to support the next stage in their learning, including school.

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

- The childminder is well qualified and experienced. She uses training and development opportunities to extend her good knowledge and skills. The childminder has high expectations of what children can achieve. She knows the children in her care well and can confidently talk about their capabilities.
- Children make very good progress in their language development. The childminder continually talks to them and asks questions to challenge them as they play. When looking at books, children happily answer questions about what is happening in the pictures. They use their imagination to make predictions about what may happen next. The childminder shows a keen interest in what children have to say and encourages them to use language confidently.
- The childminder is very clear about what she wants the children to learn. She uses all opportunities to challenge and extend children's learning. For example, during a counting activity, the childminder encourages children to do simple addition. Children often look for numbers and shapes when they go on walks. For example, they point to the numbers on people's front doors.
- Children learn about healthy lifestyles. They enjoy nutritious meals and snacks, rest when needed, and have daily opportunities to play outside in the fresh air. The childminder helps children to understand good oral hygiene and why they must wash their hands.
- The childminder helps children to develop a very good understanding of how to keep themselves safe. For example, children always stay within sight of the childminder and are aware of the boundaries. The childminder supervises

children to take safe risks as they play at the park. Children learn what to do in the event of a fire and about road safety.

- Children take part in many activities to develop their physical skills. For example, during an activity linked to Wishbone Day, they cut out bones and stick them on their skeleton collage. This activity helps to develop children's small-muscle skills. Children use their large-muscle skills as they run, climb and negotiate the play equipment at the park.
- The childminder has developed friendly relationships with parents. She keeps them well informed about their children's daily activities and their ongoing progress. Parents particularly appreciate how the childminder encourages children's love of books. They are extremely happy with the care and progress their children make.
- Children become totally absorbed as they listen attentively to their favourite stories. The childminder reads to children, using lots of expression and different voices. She introduces children to new words, such as 'jeep', and points to pictures of a jeep in the book. Children are beginning to understand that print carries meaning. However, the childminder does not consistently provide children with opportunities to learn about letters and the sounds they make, to further extend their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are kept safe and secure at all times. She understands the local safeguarding procedures to follow if she has any concerns about a child's welfare. The childminder has a good knowledge of how to recognise the signs and symptoms that might indicate a child is at risk of harm. She keeps her child protection training up to date and has a good understanding of wider aspects of safeguarding, such as the 'Prevent' duty and online safety. The childminder checks her home and considers safety for any outings so that children can play and learn safely.

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

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

- increase opportunities for children to learn about letters and the sounds that they make, to further extend their early literacy skills.

## Setting details

<b>Unique reference number</b>	EY363448
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10071249
<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>	2 to 15
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	3 March 2015

## Information about this early years setting

The childminder registered in 2007 and lives in Southend-on-Sea, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. 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, including 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 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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