

# 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

Children are very happy, confident and settled in the nurturing environment the childminder provides. They leave their parents with ease as they have formed secure and warm relationships with the childminder. They excitedly play in a dedicated playroom that has an abundance of toys and resources to support their learning. These are easily accessible so that children can make choices and initiate their own play. Children build good language and communication skills. The childminder models language well and gives children time to think, process information and respond. The playroom is rich in numbers and language opportunities and children make good progress in their development. The childminder has a good knowledge of the children in her care. Therefore, she plans activities around the children's interests and what they need to learn next.

Children relish playing outdoors where they enjoy the exercise and fresh air. They excitedly talk about the plants and vegetables they have grown. They know how to take care of them. They tell visitors that the plants need water and sunshine and that they will take what they grow home or eat it for snack. Children thoroughly enjoy snack and mealtimes. They know that they must wash their hands before eating. Children choose fruits from a delicious healthy variety on offer. They peel and chop for themselves. In preparation for school, the childminder prepares lunch boxes and encourages children to open packaging so that they are self-sufficient and confident. Children engage in conversations and demonstrate good table manners.

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

- The childminder is committed to ongoing training and values her own continuous professional development. She is aware the effect this has on the quality of the service she provides for children. The childminder is reflective and routinely evaluates the training programmes she completes. She implements changes that will have a positive impact on the children in her care.
- Parents speak very highly of all aspects of care and education the childminder provides for their children. They positively comment that their children are happy and safe and make good progress. Parents say that the childminder is 'absolutely brilliant' and feel that she is approachable, supportive and that they are fully aware of what their children are doing each day. Parents also comment that the childminder is preparing the children for their move on to school, using a variety of enjoyable activities.
- The childminder positively encourages children to be as independent as possible. For example, children take care of their personal needs, and the childminder is on hand to assist if necessary. They confidently put their shoes on in preparation for outdoor play. Children have good communication skills and ask lots of

questions. They are confident, inquisitive and eager learners. They are encouraged to make choices for themselves. These are all good skills children need to be ready for school and to be successful in their future learning.

- The childminder has high expectations for all children in her care. There is a clear focus on supporting their personal, social and emotional development. Children's behaviour overall is very good. The childminder encourages and supports children to talk about how they feel. She provides appropriate resources to support their emotional development. However, on occasions, the childminder is too quick to intervene and offer a solution when children have a disagreement. Therefore, children do not always learn to negotiate with one another to establish a positive outcome to a problem, for example when they must wait to have a turn or share toys.
- Children communicate and engage with their friends. For example, they show excitement as they learn about the Queen's jubilee. Children plan a tea party. They work together to ensure that there are enough 'thrones' to sit on and carefully count the chairs. They choose outfits for the party and compliment one another on their princess outfits. They recall information as they discuss Prince Phillip being the Queen's husband. Children concentrate as they make a palace for the Queen out of construction resources, and crowns for the party.
- The childminder teaches children how to stay safe within the learning environment. For example, children relish their time in the garden. They skilfully use bubble wands to make huge bubbles and spend time at this activity. Children know to keep the bubbles on the grass. They speak about the floor being slippery and that they may hurt themselves. Children try new things and persevere at mastering the skill of using stilts safely. They delight when they succeed and are clearly proud with the praise and encouragement offered by the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very thorough understanding of how to protect children's well-being. Her commitment to training means that she is fully updated on current practice and is knowledgeable about the wider aspects of child protection. The childminder is fully aware of possible signs and behaviours that may cause concern regarding children's welfare. She knows how to report any concerns. The childminder ensures that risks are minimised as she carries out robust risk assessments to make sure that children play in a safe and secure environment. Children learn how to keep safe and healthy through a wide variety of activities and experiences the childminder provides.

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

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

- provide children with more opportunities to solve problems when negotiating how to take turns and share resources.

## Setting details

<b>Unique reference number</b>	EY406270
<b>Local authority</b>	Essex
<b>Inspection number</b>	10063001
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	12 October 2015

## Information about this early years setting

The childminder registered in 2010 and lives in Wickford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

## Information about this inspection

### Inspector

Lynn Hartigan

### 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 inspector observed the areas of the setting available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector.
- The childminder and the inspector carried out a joint observation together.

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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