

# Childminder report

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Inspection date: 11 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and friendly environment for the children. They quickly settle and develop close bonds with her, enabling the children to feel safe and secure. Children can access a range of resources to meet their needs. Activities are planned around the children's interests, which gives focus to their learning. For example, children show interest in counting. They find pieces of a number puzzle and say the numbers out loud as they find them.

Children enjoy regular trips out, such as visits to the local library, parks and toddler groups. This helps the children develop their social skills from an early age and become confident in themselves. The childminder has high expectations for the children's behaviour. She acts as a positive role model, which supports their emotional well-being. Children understand the rules and boundaries that are in place to help them feel secure and safe.

Children enjoy the outside area, which provides a safe area to run around freely and develop their large muscles. Children delight as the childminder makes bubbles from a large wand. They jump up and down and catch the bubbles. Babies reach out as the bubbles float around and pop. The childminder uses this opportunity to introduce early mathematical concepts to the children, such as 'big' and 'small'.

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

- The childminder introduces new language at every opportunity. Younger children consistently try new words that they hear the childminder use. This enables them to develop their language rapidly. Older children speak with confidence and can communicate their needs very clearly. The childminder has attended training to further improve her skills in language and communication, which has had a positive impact on the children. As a result, children make excellent progress with their communication and language.
- Children show high levels of concentration and remain focused on tasks. The childminder provides praise and encouragement to the children, which supports and builds their confidence as she recognises their achievements. For example, children make pictures with snowflake shapes and proudly show the childminder.
- The childminder uses good assessment skills to check what the children know and can do. This informs her what activities and resources to plan next for the children. She recognises when the children's interests have moved on and allows them to follow their own interests. For example, children take themselves on an adventure to look for things using a magnifying glass that they had been using to look at books.
- Children listen to familiar stories that are appropriate for their age and stage of development. They quickly develop a love for books. Children enjoy reading

stories with the childminder. She reads with animation and skilfully brings in props to the story to enable the children to fully immerse themselves. She encourages children to compare their own socks to the pictures in the book and use a real xylophone like the characters. As a result, children's literacy skills are well developed.

- Children have lots of opportunities to develop their independence. Children confidently show how they can put their own shoes and coats on. The childminder shows understanding of allowing children time to do this, so they can perfect this skill. Children know when to wash their hands and enjoy doing this independently.
- Parents speak highly about the childminder. They report that she provides a warm and clean environment and their children have benefited from mixing with lots of other children. The childminder ensures that parents are regularly kept up to date with their children's progress. She works cohesively with the parents to encourage and promote positive change to benefit the children.
- The childminder is reflective of her practice. She identified that she would like to improve the methods of assessment that she uses to obtain initial information when a child first starts. Although the childminder has identified this, she has not yet put these in place to fully understand the needs of the children when they start.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of the signs and symptoms of abuse and/or neglect, including those relating to extreme behaviours. She understands how to refer concerns, and she keeps her knowledge up to date with regular training. Regular risk assessments are carried out within the setting to ensure the children are always safe. She reminds children to be mindful of babies as they play safely within the provision.

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

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

- build on the methods of assessment already in place when children first start, to gain a full understanding of the needs of each child.

## Setting details

<b>Unique reference number</b>	EY278545
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127115
<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>	0 to 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 March 2016

## Information about this early years setting

The childminder was registered in 2004 and lives in Benfleet, Essex. She operates all year round on Tuesdays 8am to 5.30pm and Wednesdays 7.30am to 5.30pm, except for family holidays. The childminder holds an appropriate level 3 qualification. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Woodhead

### Inspection activities

- This was the first routine inspection the setting 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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, the complaints record and safeguarding documents.
- The inspector took account of written views from parents.

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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