

Childminder report

Inspection date: 10 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder and show that they feel safe and secure in her care. They confidently chat to the childminder about their pets and families. Children eagerly join in with activities the childminder arranges. They scoop rice and fill containers, counting the scoops and comparing the size of the containers. Children learn to play cooperatively and to share resources. When they find this tricky, they receive consistent support and explanations to help them to understand and express their needs and wants. Children benefit from the childminder's calm approach.

Children are eager to learn. They confidently share what they remember about life cycles. Children show good attention as they listen to stories that the childminder reads. They anticipate words and phrases, showing what they remember about the story. Children make links to the meaningful hands-on experiences the childminder provides. For example, they fetch the caterpillars to check their stage of development and remember that the next phase will be that the caterpillars will make a cocoon. Children enjoy playing outside and visiting local play parks and woodlands with the childminder. They acquire the key skills they need for the next stage in their education and develop an understanding of the diverse world in which they live.

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

- The childminder knows children well and plans effectively to help them move forward in their learning and development. She has a good understanding of typical child development and can identify when a child may need additional support. She has a clear plan of what she wants children to achieve to help them with the eventual move to school.
- Parents are positive about the childminder and the service that she provides. They comment on how patient and calm the childminder is and say that their children enjoy attending. The childminder uses a variety of ways to share information with parents to ensure that they know what their child needs to learn next and how to support ongoing learning at home.
- The childminder provides a good range of books for children to choose from and she reads with enthusiasm. The childminder asks children questions that help children to make links with their home experiences as they read stories together. For example, when children ask the childminder to read a book about London, they recall and talk about the places in London they have visited with their families.
- Children develop good independence. They help themselves to water from an urn, put on their coats and shoes to play outside and wash their hands before eating. Children receive lots of praise and encouragement to try to do new

things. This helps them to develop can-do attitudes.

- The childminder acts as a good role model to help children to develop good manners and resilience. For example, when dried rice is spilled on the floor, the childminder reassures children and giggles with them when they discover how much rice remains in the container. The childminder's calm approach to simple accidents helps children to build coping strategies when things go wrong.
- The childminder follows children's lead in play and sensitively joins in. She talks to children as they play and introduces new words that help to develop their vocabulary. However, the childminder does not always help children to develop their thinking further. For example, when children imaginatively create fruit smoothies and birthday cakes with coloured dried rice, she does not help children to think about the ingredients they may use and what happens to them to in the cooking process. Although children know which foods are healthy, the childminder does not help them to think about why it is important to eat healthy foods.
- The childminder is keen to develop her knowledge and skills. She ensures that required training is completed in a timely manner. For example, she ensures that her paediatric first-aid training is refreshed appropriately. The childminder is reflective and targets training to improve her practice to develop children's outcomes. For example, she plans training to further enhance her understanding of how to support children's communication and language skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training about safeguarding and child protection issues. She conducts research and reading to develop her knowledge of wider safeguarding issues. The childminder is committed to protecting children from harm. She knows the possible indicators of child abuse and neglect and what to do should she have any concerns about a child's welfare. The childminder makes effective use of risk assessment to provide children with a safe and secure play environment.

What does the setting need to do to improve?

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

- enhance practice further to help children to develop deeper thinking skills.

Setting details

Unique reference number	2515915
Local authority	Essex
Inspection number	10207910
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Basildon, Essex. She operates from Monday to Thursday all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Written feedback from parents was taken account of by the inspector.

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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