

Childminder report

Inspection date: 12 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They form strong bonds with the childminder and her assistants, showing that they feel safe and secure. Children confidently communicate their needs, which are promptly and sensitively met. They listen to the childminder and follow simple instructions, showing familiarity with her expectations, such as washing their hands before they eat lunch. Children behave well. They benefit from the calm and consistent messages that help them learn to share and take turns with their peers.

Children show good levels of attention as they play. They tip and pour dried rice, using a range of containers and implements. Children giggle as they watch the rice fall through the holes in a colander. They listen to the song the assistant sings about rain, making links to the sound of the rice as it falls. Children repeat words they hear, such as 'ingredient', when they use the rice to make imaginary cakes. The childminder's assistant narrates younger children's actions, providing a narrative to her play. This helps children to develop their understanding and build a good vocabulary. Children enjoy listening to stories, snuggling with adults and looking at the pictures in the book.

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

- The experienced childminder has a clear plan of what she wants children to learn and achieve. She shares this effectively with her assistants. They work well together as a team and are reflective in their practice to plan appropriate challenge to help children learn and develop. The childminder and her assistants know children well and adapt planned activities to reflect children's emerging interests.
- Parents are very positive about the childminder and her assistants. They state that they feel their child is safe and their needs are well met. Parents add that they feel well informed about their child's day and how to support their ongoing learning at home. They comment how the childminder supports them in parenting advice and helps them to find information about other groups and support in the local area.
- The childminder is committed to continuing her professional development and supports her assistants to gain professional qualifications. She ensures each assistant has regular one-to-one meetings to discuss their practice and any training, which may help them develop further. The assistants state that they feel well supported in their work and that they enjoy working with the childminder.
- The childminder understands the importance for children to develop good communication and language skills. She and her assistants talk to children as they play, following their interests and introducing new words. They know that

children benefit from repetition and use songs and stories to help them embed vocabulary and build their understanding. Children confidently describe familiar stories and anticipate key words and phrases.

- Support for children who speak English as an additional language is good. For example, the childminder and her assistants seek words and phrases in children's home language from their parents that they use during play with children. This helps children to settle quickly and develop understanding. The childminder has provided early years education and care to families seeking refuge from other countries. She and her assistants work closely with the local authority to understand families' specific needs and support children's transition to a new country.
- Although the childminder's garden is not presently available for children to use, the childminder has not adapted her provision to support children who prefer to learn outside. Children walk with the childminder to nursery or school each day, but they do not have opportunities to play in and explore the natural environment.
- The childminder is well organised and ensures children's needs are sensitively met. However, sometimes her practice is overly routine driven and children do not always have time to explore and develop their ideas. For example, children are moved swiftly from one activity to another. This sometimes halts children's interests and limits their investigations. For instance, children were not able to continue with free play, where they explored speed and movement of small toy cars, because it was time to tidy up and listen to a story.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants attend regular training about safeguarding and child protection. They know the possible indicators of child abuse and neglect and the process to follow should they have any concerns about a child's welfare. The childminder follows appropriate recruitment processes that help to assure the suitability of her assistants to work with children. The childminder and her assistants know what to do in the event an allegation is made against them. They have a good understanding of wider safeguarding issues, such as the risks to children of hearing extremist views or county lines.

What does the setting need to do to improve?

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

- enhance opportunities for children to learn and explore the natural environment
- give children time in their play to explore to their satisfaction.

Setting details

Unique reference number	119437
Local authority	Southend-on-Sea
Inspection number	10072329
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 9
Total number of places	18
Number of children on roll	20
Date of previous inspection	1 July 2016

Information about this early years setting

The childminder registered in 2000. She lives in Southend, Essex. She works Monday to Friday, from 7.30am to 5.30pm, all year round, except for family and bank holidays. The childminder works with two assistants. The childminder and one of her assistants hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Gail Warnes

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 spoke to the inspector about their intentions for children's learning.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation 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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