

Childminder report

Inspection date: 25 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle very well in this experienced childminder's home. They are well cared for and feel safe and secure in this loving environment. The childminder is passionate about providing high-quality care. There is an extensive range of resources that provides a stimulating and enticing environment for the children. They play in the purpose-built cabin, building train tracks and exploring technology toys, such as laptops. Children have lots of opportunities to be physically active in the large, well-equipped outdoor space. Children use ride-on toys and travel around on the grass. They role play in the mud kitchen area and explore herbs they have planted.

Children learn to be independent from an early age. They learn that tools are used for purpose as they learn to cut their own fruit and spread butter on toast under the watchful eye of the childminder. Children are encouraged to do things for themselves, such as taking their own shoes off. This helps children prepare for their next stage of learning, including their move to school. Children develop a sense of their own identity and understand what makes them unique. They enjoy looking through family books the childminder creates with their peers, and learn about the houses they live in.

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

- The childminder knows the children well. She takes time to get to know the children when they first start. This helps her understand what is unique about that child. This knowledge is then used to help identify what support the child needs for future learning and shapes the childminder's planning and teaching. As a result, children make good progress.
- The childminder provides extensive opportunities for the children to immerse themselves in the local community. This helps widen their understanding of the world around them. They learn about people that help them with trips to the fire station and visits from the police. Outings to nursing homes enable children to be confident with different people in the community. Children learn about the life cycles of butterflies and how to look after plants as they water them and watch them grow.
- The childminder teaches children about emotions. For example, they explore 'The Colour Monster' story and draw pictures to help them understand what 'happy' and 'sad' looks like. However, sometimes the activities are not age-appropriate for the children and younger children do not become deeply engaged in planned activities.
- The childminder works closely with local schools. The childminder prepares comprehensive, child-focused reports for when children start school, which enables teachers to fully understand the needs of the child. This ensures that

children transition smoothly as they further their education.

- Parents speak highly of the childminder and talk about the positive progress their children have made. They receive regular communication about activities and events with weekly newsletters. They are regularly updated with their child's progress and development. Parents received strong support during lockdowns due to the COVID-19 pandemic. For instance, the childminder delivered activity packs for the children to do at home and kept in touch to monitor the children's well-being. The childminder acts with integrity when supporting children with allergies. She works intensely with parents to fully understand the needs of the child. Therefore, children with allergies are managed very well and make good progress.
- The childminder has undertaken extensive training and development. She regularly takes part in webinars to improve her knowledge and fill in any gaps to improve her practice and reflect on her provision. She recently attended a webinar on mathematics, which has enabled her to introduce early mathematical language with children, such as 'big' and 'small'. She incorporates scavenger games in the woods for children to collect cones, which they count. This helps them develop their counting skills. As a result, children become familiar with early mathematical concepts, which enables them to move securely on to the next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse and or neglect. She knows the correct procedures to follow if she had concerns about the welfare of a child. There are comprehensive policies detailing information, if required. The childminder effectively supervises children and completes regular risk assessments to ensure they remain safe in her care. Children learn about the possible dangers of using digital technology and the childminder effectively signposts parents to helpful information to support them.

What does the setting need to do to improve?

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

- ensure that planned activities are age-appropriate to enable children to become more deeply engaged in their work and play.

Setting details

Unique reference number	204193
Local authority	Thurrock
Inspection number	10137486
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 5
Total number of places	8
Number of children on roll	8
Date of previous inspection	12 June 2014

Information about this early years setting

The childminder was registered in 2000 and lives in Chafford Hundred, Essex. The childminder operates all year round from Monday to Friday, except bank holidays and family holidays. The childminder holds a qualification at level 3.

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 her 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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