

Childminder report

Inspection date: 4 July 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 are happy and enjoy their experiences. The interactions between the children and childminder are warm and caring. Children feel safe and secure. They play well together, and their individual needs are supported. Children are encouraged to be kind to one another and have good manners. The children are given appropriate praise to support their growing positive self-esteem. Children behave appropriately and are supported well to follow instructions.

Children's language and communication skills are good. Children's well-being is supported through the childminder's positive interactions and the secure attachments they have made with her. Children enjoy exploring and finding out new things. They listen attentively to the childminder, and she models good questioning skills. Children learn new vocabulary through play and listening to stories. They are encouraged to make choices and share their ideas about what they would like to play with.

Children explore painting the toy dinosaurs and comment 'I want to paint T-Rex.' They use a variety of tools to create patterns and different colours on the figures. Children happily explore and name the dinosaurs. The leaves, logs, rice and sand offer the children further sensory experiences. Children are curious and imaginative. They are excited to see the volcanoes and talk about them. Children are keen to ask questions and learn more through their play.

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

- Children are content and happy. The childminder knows her children well and can identify their individual needs. They have strong and secure attachments. This supports the children's learning and supports their positive well-being. Children make good progress from their starting points and the childminder knows their next steps in learning. This helps prepare children for the next stage of their education.
- Children are supported to make healthy choices and develop good hygiene practices. The childminder uses songs and rhymes alongside daily routines to help them to repeat actions, such as 'Wash, wash, wash your hands' 'Dry, dry, dry, dry your hands'. At snack time, children help cut up their own bananas and choose healthy fruit. They enjoy conversations with each other and the childminder. Children are supported to be independent. However, this is not consistent and does not always best support children to challenge themselves further.
- Numbers and counting are part of everyday play and learning. Children count how many toy dinosaurs there are in the tray and simple addition is introduced. They are exposed to mark-making opportunities supporting early literacy skills.

Children explore shape and talk about the texture of the logs. They comment 'It is rough'. They practise their physical skills by climbing, rolling, making shapes with their bodies, and riding wheeled toys. Children learn to manage risk for themselves in a safe way, supported by the childminder.

- Children learn about the world around them through meaningful experiences. The childminder uses opportunities when visiting the zoo or on a nature walk to talk about what they see. Children are encouraged to embrace imaginative role play using books. Children listen to the story 'Three Little Dinosaurs' as they play and follow along happily with key parts of the story. The childminder and children pretend to be flying dinosaurs around the garden. Children are encouraged to repeat new words, such as 'volcano'.
- Children are encouraged to freely play and explore. They are safely supported and supervised in their play. The childminder encourages children to wait, take turns and share. Learning is encouraged and extended through language. For example, when children ask for 'More milk' the childminder extends their learning by commenting 'Milk comes from the fridge, we keep it cold in the fridge.' When cutting grapes, the childminder introduces new mathematical language, such as 'whole' and two 'halves'. The childminder uses different ways of communicating and ensures that children practise these skills daily.
- The childminder attends regular training and uses this learning to develop her practice. She is aware of how to support differing needs and work with other professionals. The childminder regularly communicates with her assistant to ensure they are following the same ethos. The children benefit from positive role models and adults who talk with them throughout the day. Partnerships with parents are good. They talk positively about the childminder's calm and caring approach. Parents can see their children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed safeguarding training and keep updated with changes. They know how to keep children safe and recognise signs of potential abuse. There are procedures in place should a concern need to be reported to the local authority. The childminder is aware of issues that can affect families and how to support them. Children are supervised appropriately and taught how to keep themselves safe. The childminder manages risk and assesses the environment to check it is safe to play in.

What does the setting need to do to improve?

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

- encourage children to be even more independent in everyday tasks to challenge themselves further.

Setting details

Unique reference number	EY559901
Local authority	Essex
Inspection number	10191358
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 8
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She operates all year round from 7.30am to 6.30pm Monday to Friday. The childminder works with an assistant. Both the childminder and assistant have a qualification at level 3. There are early years funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 spoke to the childminder and their assistant about safeguarding.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector reviewed parent testimonials and gathered their views.

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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