

Childminder report

Inspection date: 2 August 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, confident and make good progress in relation to their starting points. They self-select toys to play with, often choosing small-world characters and vehicles. Children use their good communication skills to tell the childminder what they are doing and narrate their own imaginative play. For example, children tell the childminder that the little person has a helmet on and is going on his motor bike. Children behave well, are polite and readily share resources with each other. They learn a good range of skills to support the next stage in their learning. For example, younger children take pride in learning to use the toilet rather than wearing nappies. Older children independently learn to manage their own self-care needs in order to be ready for school.

Children enjoy exploring coloured sand. They feel the texture of the dry sand on their hands, scooping it up and watching as it pours back onto the tray. Children explore what happens when they try to make sandcastles with the dry sand. They identify that they need water, which the childminder quickly provides. Children mix water with the dry sand and try again to make their sandcastles, delighting as the sand holds the shape.

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

- The childminder encourages children to explore colour mixing and how the coloured sand changes as more and more water is added. For example, she asks the children to tell her what is happening as they add the very wet mixture to small moulds. They smile and laugh as they declare that they have made 'a runny crab' as the wet sandy mixtures drips out of the crab shape. The childminder cleverly draws children's attention to what is happening. However, at times, she answers her own questions before children have had a chance to think about and respond for themselves.
- Partnerships with parents work well to provide continuity in children's care, learning and development. The childminder shares information with them daily, which helps parents to know what their children have done. Parents comment that they are very happy with the care their children receive.
- Children are confident to approach the childminder and share their thoughts and ideas with her. They help to put away toys before getting out something different. Children eagerly explore newer resources. They empty coloured, tactile pebble shapes onto the floor to create three-dimensional towers, and follow pictures on the guidance cards to make patterns. Children point out the different sizes and colours of the pebbles, keen to copy the pattern of their chosen design. This helps to develop their problem-solving and mathematical skills.
- Overall, children have access to a wide range of resources, which helps promote most of the seven areas of learning. They know what is available and enjoy

using resources in different ways. For example, toy diggers and trucks go into the sand tray. This enables children to use their imaginative skills to create structures from the sand, such as castles and towers. However, the childminder does not always ensure that children have access to books to help support their literacy development.

- The childminder works closely with teachers from local schools. She shares information with teachers to help them find out what children know and can do as they start the next stage in their learning. The childminder also has links with other childminders who live near other schools. This helps children to move confidently from her care to another childminder closer to their chosen school or catchment area.
- The childminder reflects on her own practice and keeps updated through research, talking to other childminders and staying in touch with her local authority childcare advisors. She shares new and relevant information with other childminders and is constantly looking for ways to extend her practice further. This helps to support her own professional development and keep children engaged and excited in their learning.
- Children's good health and well-being are supported effectively. They have many opportunities to learn about the natural world around them, The childminder takes them to parks, woodlands and other local amenities. This also enables children to learn how to take manageable risks and develop their physical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to protect children. She knows the signs and symptoms which may indicate that children are at risk of harm or abuse. The childminder ensures that she has telephone and email details of the statutory authorities she would contact in the event of any concerns. She completes additional training as it becomes available. This helps, for example, to ensure she is able to recognise and deal appropriately with any concerns that children are at risk of being radicalised or subjected to extremist behaviour.

What does the setting need to do to improve?

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

- make greater use of opportunities to encourage children to think about and respond to questions in their own time
- consider ways to enable children to independently access and choose books for themselves.

Setting details

Unique reference number	EY256994
Local authority	Essex
Inspection number	10231729
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2003 and lives in Chelmsford, Essex. She operates Monday to Friday from 7am to 7pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She very occasionally works with her daughter, who is an assistant.

Information about this inspection

Inspector

Sue Buckingham

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written testimonials from the 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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