

# Childminder report

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Inspection date: 7 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enjoy their time in this home-from-home environment. They build positive relationships with each other. Older children cheerfully welcome babies when they join them at snack time, helping the younger children feel part of the group. Babies gleefully respond by smiling and waving. Children hear and learn new words when they play with an assortment of natural autumn objects. They remember that the small object is an 'acorn' and excitedly repeat this new word. Children describe the leaves as 'crunchy' and use all their senses when they smell a cinnamon stick. Children learn basic mathematics as they play. They delight in sorting the pumpkins into size order, then grouping all the biggest ones together. The childminder points to each pumpkin as they count them. This helps children to gain a deeper understanding of the meaning of numbers.

Children develop a love of books. The childminder reads animatedly and children become involved in the story. They wiggle their fingers to show how a worm moves and are keen to find out the next part of the story. They are eager to find out what happens next, as the childminder turns the page. She helps children to make sense of the story by asking them questions and relating it to their own experiences. For example, they discuss road safety when the character tries to cross the road.

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

- The childminder successfully reflects on her practice. She is aware of areas for development and identifies additional training to build on her existing knowledge. She values the support from her local authority adviser and a network of childminders, to keep up to date with new initiatives and share ideas.
- Parents provide a range of information when children first start. The childminder uses this to get to know the children and start to accurately plan how she can meet their care needs and support their learning and development. She works with parents to assess children's ongoing achievements. For instance, she asks parents to contribute to the online communication system to record children's experiences and learning at home.
- The childminder has created a curriculum that details what she wants children to know and be able to do before they move on from her setting. She describes these as 'life skills' and wants all children to be independent and confident communicators. The childminder plans activities that focus on what she wants children to achieve next or to address gaps in their development.
- The childminder plays alongside children and extends their learning. She effectively uses positive praise to recognise children's achievements and build their self-esteem. They smile broadly and say, 'You're so proud of me'. However, she is sometimes too quick to ask questions, follow her own ideas and move on,

rather than allowing children to spend more time exploring and finding things out for themselves.

- Children clearly understand the childminder's routine and expectations. They sweep up the sand and readily tidy toys away when asked. Children wait patiently to take turns to wash their hands. Older children know they must stand by the kitchen door and that they must be careful in the kitchen. They are beginning to learn how to keep themselves healthy. Children eagerly show the inspector their muscles and say, 'I'm strong now because I drank my milk.'
- Children go out daily to accompany the childminder on the school run. As well as providing opportunities for children to be part of the local community, they become familiar with the school and the routine. This helps to smooth the transition to the next stage of their education. However, despite the childminder having a safe, enclosed garden, she has not yet considered how to incorporate outdoor play in all weathers. Therefore, children do not have regular experiences that challenge them to develop a range of physical skills.
- Staff from the local school praise the childminder for strong partnership working and good communication. The childminder shares information about children's progress with other settings they attend. This helps ensure continuity of care and learning. Parents say, 'The childminder is caring and supportive,' and that 'their children have come on in leap and bounds'. The childminder maintained links with parents throughout the pandemic. Parents were reassured by this approach and remark that, 'It eased anxiety and helped their children feel secure in a new environment'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed recent training to keep her safeguarding knowledge current. She demonstrates an understanding of working with other agencies to protect children's well-being, including in the event of an allegation against herself or another adult. The childminder is aware of her responsibility to maintain accurate records and make referrals, if necessary, to ensure children get the help and support they need. The childminder reminds older children about keeping themselves safe online and has signed up to receive NSPCC updates to keep informed about any local safeguarding issues.

## What does the setting need to do to improve?

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

- give children enough time to explore and investigate their own ideas and interests as they play
- make more regular use of the garden and outdoors to promote children's physical development and learning all year round.

## Setting details

<b>Unique reference number</b>	EY419297
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10235484
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	24 November 2016

## Information about this early years setting

The childminder registered in 2010 and lives in Southend-on-Sea. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

### 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 inspector spoke to the childminder and the children at convenient times throughout the inspection. Children told the inspector what they enjoy doing while with the childminder.
- The childminder and the inspector carried out a learning walk and discussed the childminder's curriculum and how the provision is organised.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' written views and read a reference from the local school.

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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