

# Childminder report

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Inspection date: 31 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 are happy and relaxed in this homely environment. They enjoy accessing a wide range of resources that meet their interests and needs. Children are motivated and eager to join in. They start their day with a warm-up session where they move their bodies like animals. They crawl like bears and jump like frogs, waking their bodies up for the day. Children learn the importance of keeping hydrated after exercise as they drink water after the session.

Children are well behaved. The childminder acts as a positive role model as she supports children to share resources and be mindful of the impact of their behaviour on others. She provides plenty of praise and encouragement to the children. This supports children's emotional well-being and helps to build their self-esteem.

Children enjoy discovering the natural world they live in. They learn about the seasons with frequent trips to the local woods where they collect conkers and autumn leaves. They enjoy feeding ducks at a nearby pond. The childminder recognises the impact the COVID-19 pandemic has had on some children's learning, such as their personal, social and emotional development. She helps children to broaden their social skills and confidence with regular play dates with other childminders and children.

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

- The childminder knows the children well. She understands what they can do and what they need to do next to extend their learning. She plans suitable and challenging activities that are appropriate for the children's needs. For example, children develop their counting skills as they count small animal toys into a pot. However, at times, during planned activities, the childminder does not allow children to lead their own play and express their own ideas and creativity.
- Children develop good communication and language skills, including children who speak English as an additional language. The childminder talks to the children as they play, which helps them to build their vocabulary. Children learn the words for reptiles, such as 'lizard' and 'snake'. The childminder works with parents to learn Makaton signs that the children use at home, which helps them to communicate.
- The childminder promotes children's understanding of good health and self-care. Children learn about the importance of oral health as they read books about brushing their teeth. They talk about opening their mouths wide for the dentist to look at their teeth. Children learn to attend to their own self-care skills, such as handwashing and using the toilet independently. This helps children to prepare as they progress to the next stage of their education.

- Children thoroughly enjoy stimulating story sessions with the childminder. She skilfully involves all the children and uses props to help her tell the story. Children snuggle in with the childminder as they listen intently to familiar stories. Younger children learn how to lift flaps and turn the pages in books. This helps children to develop a love for books and an appreciation of how to take care of them.
- Parents speak highly of the childminder. They comment how the childminder understands each child's individual needs. They say that their children have come on in 'leaps and bounds' since they have been attending the setting. The childminder keeps parents up to date with their children's learning and development with daily discussions. She addresses any concerns swiftly with parents and supports them to access further help if needed. Parents are encouraged to continue their children's learning at home. For instance, the childminder provides ideas on activities to develop children's fine motor skills.
- The childminder prepares reports and provides information to other settings that children attend. However, the childminder does not always work in partnership with other settings successfully. She does not always ensure that relevant information is shared effectively to achieve the best outcomes for children.
- The childminder is reflective and dedicated to improving her skills and knowledge of child development. She regularly updates her professional development with online courses. The childminder reflects on her planning and identifies ways to improve it to further enhance children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of the signs and symptoms of neglect and abuse and how they may be displayed in a child. She has clear reporting procedures and knows what action to take to safeguard children who may be at risk. The childminder is aware of her responsibilities and makes sure that adults in the setting have appropriate checks in place to ensure their suitability. The childminder monitors children closely within the setting. She teaches children how to be safe when playing, reminding them not to run inside and to tidy toys away so they do not become trip hazards.

## 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 lead their own play and use their imaginations during activities and help them to express their creativity
- develop different ways to engage with other settings that children attend so that these children can benefit fully from a shared understanding of their individual learning needs.

## Setting details

<b>Unique reference number</b>	EY411812
<b>Local authority</b>	Essex
<b>Inspection number</b>	10235421
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 January 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Loughton, Essex. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 their 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. 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 suitability, safeguarding documents and evidence of further training.
- The inspector took account of written feedback provided by 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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