

Childminder report

Inspection date: 30 November 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 and secure at this home-from-home provision. On arrival, they greet the childminder with delight. Children show strong attachments to the childminder. They seek her out for reassurance in the presence of strangers. The childminder provides a warm and nurturing environment for all children. They enjoy a healthy and nutritious breakfast of scrambled eggs and toast. There is a strong focus on keeping children safe. The childminder completes regular risk assessment. This ensures children are not placed at risk. Children behave well. They are kind to their friends and remember the importance of sharing with others.

The childminder has a deep knowledge about the children who attend. This includes what children can do when they arrive at the provision. The childminder uses effective two-way communication with parents. She also carries out regular assessment of children's progress. This means that children enjoy well-planned and challenging experiences. As a result, children make sustained progress in their learning. Since the COVID-19 pandemic, the childminder has noticed that some children struggle with their communication and language skills. In response, she has embedded communication and language development into the curriculum.

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

- Children enjoy a language-rich environment. They are offered a broad range of experiences. These support communication and language development. For example, during play, the childminder narrates alongside children. She uses back-and-forth chat to engage children in language. Children babble and chatter along with the childminder. They recognise when it is time to listen and time to respond. Children who have communication delays receive effective support. The childminder works with parents to arrange extra help. This means that children make progress from their starting points. They are less likely to fall behind in their development.
- The childminder knows children well. She uses assessment effectively to provide further opportunities for children. Learning experiences challenge and extend children's development. This helps them to build on what they already know and can do. Children enjoy a variety of experiences that help them to learn about colours, shapes and counting. They particularly enjoy the 'Pigs in pants' game, which teaches them to recognise and match patterns. However, on occasion, spontaneous and unplanned experiences are not extended. This prevents children from further developing their understanding and knowledge.
- Children show concentration and enjoyment in their learning. They play well together and are developing respectful relationships. Children listen to the childminder and are aware of her expectations. They behave well. On occasion, the childminder reminds children of the rules. They respond positively to

reminders, such as how to share. Children are developing their independence. They feed themselves with cutlery and pull on their wellington boots.

- Children enjoy a broad set of experiences that help them to develop a sense of the wider community. Outings are well planned and promote children's safety. Children visit the local woods and Sealife centre. The childminder introduces new ways to broaden children's cultural experiences. This is through her own knowledge of children's interests and those shared by the parents. They learn about Diwali and Holi. Children develop an understanding of what makes them unique. They play games that help them identify their facial features. Older children explore the forest and build dens with large branches. They make pizza for tea and enjoy art and craft.
- The childminder has attended training with the local authority. This has helped to develop her professional skills and knowledge. For instance, she has attended training relating to the curriculum and how to promote children's oral hygiene.
- The childminder communicates regularly with parents. Children's experiences are shared daily through photographs and videos. The childminder provides updates about children's progress and discusses any concerns with sensitivity. Parents speak highly of the childminder. They express their happiness and gratitude about the care and education received. They feel safe in the knowledge that the childminder provides love and security for their children.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and secure. The childminder has a secure knowledge about child protection. This includes the indicators of abuse, such as physical abuse or neglect. Also, the childminder has an awareness of broader types of abuse. This includes female genital mutilation and county lines. She is aware of her responsibilities in keeping children safe. This includes what to do if she has concerns about a child. The childminder has attended training to recognise and respond to concerns. She has completed risk assessments for outings and day-to-day activities. There is an additional assessment for the family dog, Teddy.

What does the setting need to do to improve?

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

- build upon the already effective curriculum to extend children's learning and development further during unplanned and spontaneous experiences.

Setting details

Unique reference number	EY343953
Local authority	Southend-on-Sea
Inspection number	10235059
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	8 March 2017

Information about this early years setting

The childminder was registered in 2006 and lives in Leigh-on-Sea, Essex. The childminder operates all year round, from 7am to 7pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- This was the first routine inspection the childminder 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.
- 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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of 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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