

Childminder report

Inspection date: 6 January 2023

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 very confident and content in the childminder's home. They explore the toys on offer with great interest, and the childminder skilfully introduces further resources to extend their learning. Children enjoy manipulating play dough and making holes in it. They show real pride in their creations, holding them up for everyone to see saying, 'Look'.

The children are confident communicators and are beginning to regulate their own emotions. They are learning to share and take turns, showing that they feel secure in the childminder's care. Children confidently ask for specific toys and activities that are not readily available, remaining focused on them for long periods of time. They enjoy being around others and talking to adults, for example, they bring over toys and ask questions about them. Younger children copy the older ones, absorbing themselves in the same play.

Children behave well and are kind towards one another. The childminder promotes good manners by modelling them, and reminding children to use 'please' and 'thank you'. They respond well to the childminder, following her instructions.

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

- The childminder understands the importance of getting children ready for school. She goes out of her way to talk to teachers at the schools, taking on board what they say. For example, they have labelled coat pegs to support name recognition, so she encourages children to hang up their own belongings.
- Children are offered a range of different play opportunities and activities. The childminder equips the room with the children's interests in mind, leaving out popular toys from the day before. This allows children to build on what they already know and have learned.
- The childminder is qualified and experienced, which enables her to plan stimulating activities, which help children make good progress in their learning. However, although she knows the next steps in children's learning, occasionally she does not implement this knowledge into her practice to extend their learning further.
- The childminder has worked on her previous recommendation to increase children's opportunities to develop mathematical skills. She does this by regularly counting with the children and introducing them to numbers in a variety of ways, such as using number lines, tills and old phones.
- The childminder allows the children to play freely and choose what they want to do for themselves. She encourages them to take part in other learning resources too, such as the shape sorters, to provide them with a varied learning experience.

- The childminder attends a range of training opportunities to keep her knowledge and practice up to date. However, she does not focus her professional development on delivering a more reflective and evaluative practice to support the learning needs of the children in her care.
- Parents speak highly of the childminder. They refer to her as an extended part of the family and a good role model to their children. She keeps the parents informed of concerning illnesses, displaying guidance in the collection area and using apps to communicate with them throughout the day.
- Children enjoy outdoor play and learn about the benefits of healthy lifestyles. They enjoy playing outside in the garden every day. This provides them with a range of opportunities to build strength in their large muscles. The childminder understands how this contributes to children's physical development and their overall sense of well-being.
- The childminder knows the importance of helping children to be ready for school by ensuring they gain the necessary skills. Children learn to follow simple instructions, manage their personal care, and share resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the importance of safeguarding children. She knows the signs and symptoms of abuse and who to contact if concerning situations arise. The childminder takes risks seriously. She has a register for signing children in and out, and does not allow unexpected visitors into the home. Risks are managed well. The childminder has a side gate with a bell for childminding purposes and she checks the environment daily. To keep the children safe and inside the premises, she secures all gates and doors as she goes.

What does the setting need to do to improve?

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

- make the most of what is known about individual children to offer challenging activities that extend their learning further
- seek further ways to enhance professional development opportunities, focusing more specifically on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	204286
Local authority	Thurrock
Inspection number	10263307
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 1992 and lives in Grays, Essex. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a qualification at level 3 in homebased childcare and education.

Information about this inspection

Inspector
Sam Burke

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable

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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