

# Childminder report

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Inspection date: 16 January 2023

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<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 thoroughly enjoy their time with the childminder. They form very strong attachments to her and show that they feel safe and secure in her care. Children play happily alongside the childminder and are confident to ask for support. She is caring and sensitive to children's needs and is a positive role model. Children behave very well. They are kind to each other, sharing resources as they play. They enjoy being helpful, such as tidying away the toys and wiping the table before they eat their lunch. The childminder gives them lots of praise, which helps to boost their confidence and self-esteem.

Children are confident to freely explore the excellent range of toys and resources that the childminder provides for them. The childminder actively joins in children's play to enhance their learning. Children are eager and motivated to learn. For example, they enthusiastically explore the play dough. They concentrate well as they use rolling pins and cutters to make different shapes. Children are beginning to count and identify numbers and colours. They confidently complete simple tasks, such as using the toilet independently and washing their hands. They are quickly developing the skills they need for their next stage of learning and starting school.

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

- The childminder is well organised and enthusiastic. She closely monitors children's learning and development to help her to identify gaps in their learning and plan effectively for what they need to learn next. This contributes to the good progress that children are making.
- Children enjoy playing with the superb range of activities available. They develop good physical skills. Children take part in a range of creative activities that help to develop their fine motor skills, to prepare them for their early writing. For example, they make marks in play dough, use paint, chalks and pens, and practise using scissors and glue sticks. Children use their large muscles as they throw and catch balls in the childminder's garden, and they enjoy outings to local parks. These activities help children to learn to take manageable risks and experience challenges in their play.
- The childminder skilfully supports children to manage their feelings and behaviour. For example, she helps children to understand what it is like to have a new baby in the family. Children enjoy listening to stories about babies and looking after their dolls.
- The childminder promotes children's speech and communication development very well. She continually interacts with the children, sitting at their level and offering lots of praise and encouragement. She asks questions to help to promote children's thinking skills. For example, during a discussion about winter, she asks them what clothes they wear to keep themselves warm.

- Children are developing a love of books and have favourite stories. They look at both fiction and non-fiction books. For example, they listen to the story about the gingerbread man and then use a recipe book to make some gingerbread men of their own.
- The childminder encourages children to develop their understanding of the wider world. They learn about people who help them, such as the dentist. Children enjoy visiting the local woods and the farmyard to see the animals. The childminder encourages children to value and respect each other's differences. For example, they learn about different festivals and days that are special to them during the year.
- The childminder has developed very good relationships with parents. Parents are very happy with the care that the childminder provides for their children. They use words such as 'brilliant', 'supportive' and 'helpful' to describe her. Parents acknowledge that it makes things easier for them knowing that their children enjoy being with the childminder. The childminder keeps parents well informed of children's daily activities and their ongoing progress. This helps them to continue to support their children's learning at home.
- The childminder reflects on her practice and the service she provides. She has attended training and completed online courses to keep her knowledge and understanding of statutory guidelines and legislation up to date. However, the childminder has not made the best use of professional development opportunities in order to further build on her existing good-quality teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a very good understanding of her responsibility to safeguard children. She knows what to do should she be concerned about a child's welfare. The childminder is fully aware of the signs and symptoms of abuse. She keeps her knowledge up to date by accessing regular safeguarding training. The childminder supervises children well and carries out thorough risk assessments to identify and minimise any potential hazards to children. Children learn how to behave in safe ways. For example, children learn how to use scissors safely during their craft activities. They wear high-visibility jackets and talk about road safety when they go on outings.

## **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 ongoing training opportunities to update and extend knowledge and teaching skills even further.

## Setting details

<b>Unique reference number</b>	EY447445
<b>Local authority</b>	Essex
<b>Inspection number</b>	10235792
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	21 February 2017

## Information about this early years setting

The childminder registered in 2012 and lives in Rayleigh, Essex. She operates her childminding service all year round from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jacqui Oliver

## 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 showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities, and assessed the impact that this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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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