

# Childminder report

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Inspection date: 22 February 2023

<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 wonderfully happy and secure in this warm and welcoming setting. They enjoy playing with the wide range of available resources. Children show kindness and respect to their friends. When playing with dolls they show empathy as they cuddle them and gently pat them to sleep. They tell adults 'shh' as they settle the dolls to sleep.

The childminder has created a clear and simple curriculum that supports children to develop across the seven areas of learning. Children are learning skills for the future, such as independence and resilience. They put on their coats and wellington boots with confidence. Children show pride in their achievements as they get themselves ready to play outside. They receive regular praise, which helps to develop their self-esteem and confidence.

Children show high levels of engagement in their play. Well-planned activities sustain children's interests. For example, they connect their excellent knowledge of the 'Gruffalo' story to their play, considering ways to make 'scrambled snake' from cold spaghetti. Children enjoy regular outings in the local community. They experience the many features of their seaside town. For instance, they visit the beach and the sea-life centre. Children are developing a good sense of the community and their place in it.

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

- Children benefit from a range of activities that support their interests. The childminder and her assistant further support children's learning through the use of effective language and open-ended questioning. This challenges and promotes children's thinking.
- The childminder and her assistant use meticulous observation and tracking to plan suitably challenging and ambitious activities. Children learn concepts such as 'full' and 'empty' as they transfer lentils between containers. They name the different colours and describe the lentils as 'small and round'. They recognise and name characters from familiar stories, using these in their play.
- Children behave well. They know, and can remember, the house rules. Younger children who are still developing their understanding are gently reminded of these. For instance, when they run inside, the childminder asks them to think about their 'indoor feet'. Children quickly remember that they must walk inside.
- Children benefit from a language-rich environment. They enjoy familiar stories and songs. Children sing along to 'The wheels on the bus' and carry out the actions. The childminder's assistant extends children's thinking as she asks them to think about the weather today, and if the bus driver needs his wipers. Children take turns to speak, which helps to develop their listening, attention

and communication and language skills. However, occasionally, children mispronounce words and adults do not always repeat the correct words back to them. This means that children are not consistently helped to understand how to pronounce words correctly.

- Children have secure relationships with the childminder. They snuggle on her lap as they listen to stories. Children seek comfort from the childminder and her assistant when they are tired or feel emotional.
- The childminder promotes healthy lifestyles. Children enjoy fresh air and vigorous exercise. They demonstrate their 'super-fast running' outside. Younger children are developing coordination and muscle strength as they run and kick large balls. The childminder provides healthy and nutritious meals. Children are well hydrated, as they drink regularly from their beakers.
- The childminder promotes children's oral health. Children brush their teeth after meals, and wash their hands regularly, using soap and warm water. Older children proudly announce that they have removed the germs from their hands.
- Parents express their happiness with the childminder. They feel that their children are kept safe. Parents appreciate the regular exchange of information from the childminder about their children. They comment that their children are making great progress and enjoy their time with the childminder. Parents consider the setting a 'second home' for their children.
- The childminder and her assistant take time to develop their skills and knowledge. The childminder regularly evaluates her provision, seeking feedback from parents and older children. This enables her to make ongoing improvements and provide the best experiences for children.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements are consistently applied. The childminder has ensured that the setting is safe and secure. Effective hygiene practices, such as handwashing and cleaning, prevent the risk of cross-contamination. The childminder and her assistant have attended safeguarding training. They have a good understanding of their responsibilities in keeping children safe. This includes online safety and awareness of strangers. Both the childminder and her assistant have a secure knowledge of a range of abuse types and their indicators. Children with medical conditions are supported well. There are robust arrangements in place for the administration of medication.

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

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

- develop the communication and language support to further build upon and refine children's use of vocabulary through the correct pronunciation of words.

## Setting details

<b>Unique reference number</b>	EY443308
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10276399
<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 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	13 July 2017

## Information about this early years setting

The childminder registered in 2012. She lives in Southend-on-Sea, Essex. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early years education for three- and four-year-old children.

## 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 childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Children spoke to the inspector during the inspection.
- 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 inspector read several testimonials from 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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