

Childminder report

Inspection date: 21 March 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 comfortable in the childminder's welcoming home. They demonstrate that they feel safe and secure in her care and confidently move around as they initiate their own play. They access quality resources with ease. Children have established close bonds with the nurturing and attentive childminder and her family. They show curiosity and confidence as they engage visitors in their play, asking lots of questions. The childminder places a strong focus on children's personal, social and emotional development to ensure they are confident and have the skills they need in preparation for school and future learning.

The quality of education is good. The childminder invests time in getting to know the children and their family. She has established professional working relationships with the schools and early years settings children attend to ensure continuity of care. Children enjoy creative activities. Their speech and language development is good, which includes children who are bilingual. The childminder provides a running commentary as they make Easter wreaths using collage materials. Children engage in conversation and are encouraged to recall what they have previously learned. For example, children discuss a recent trip to the river where they observed birds, butterflies and blossom trees.

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

- The childminder is very gentle in her approach and is a good role model for the children. She engages them in meaningful conversations and poses skilfully worded questions, giving children ample time to think and respond. The childminder is skilful in allowing children time and space to process information, to make sense of what they are learning. For example, children are eager to 'have a go' and show sustained concentration as they make good attempts to display their artwork. They persevere as they master the skill of using sticky tape.
- Parents speak very highly of the childminder. They say she has a 'fountain of knowledge' and is an 'amazing asset to her profession'. Parents write that they feel very reassured leaving their children in her care. They comment on her caring and considerate nature. Parents feel any concerns they have are fully supported and that they receive very good feedback regarding their children's day.
- The childminder understands the importance of continued professional development. She completes essential training to support her commitment to provide quality care and education. The childminder is motivated to research information that will benefit the children in her care.
- Children have formed close bonds with the childminder, who speaks to them with kindness and respect. She knows the children very well and activities are

planned around the children's interests. The childminder understands how to provide a variety of learning experiences and has skilful interactions with the children. She is aware of allowing them time to play alone, think critically and solve problems for themselves, but is on hand to support as required. However, on occasion, some activities do not provide sufficient challenge to build on what children learn.

- Children's mathematical development is progressing well. The childminder includes mathematical language in their conversations. Children are encouraged to compare and sequence numbers. They enjoy building structures using bricks, identify shapes and sizes and learn how to balance bricks accurately.
- Children learn the importance of a healthy lifestyle. The childminder ensures there are regular opportunities for fresh air and exercise. Children enjoy developing their physical skills at the park or on planned trips to the woods or to feed the swans. The childminder plans fun activities, such as cooking to help them learn about healthy foods. Children also learn the importance of oral health as they access quality resources to help them understand the importance of cleaning their teeth.
- Children enjoy their favourite stories with the childminder. They also participate in planned outings to the local library. They access a selection of books and enjoy some books independently. However, fewer opportunities are available for children to access a wider variety of reading material to further develop their literacy skills in readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her responsibility to keep children safe. She is aware of possible signs and behaviours that may suggest children are at risk of harm. The childminder is also fully aware of wider issues of child protection, such as county lines and domestic violence. The childminder has a good knowledge of the procedures to follow, and who to contact, should she have concerns regarding a child in her care. The childminder completes training to ensure that her knowledge is updated. Children play in a safe environment.

What does the setting need to do to improve?

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

- plan precisely for every child to continually build on, challenge and extend their learning further
- provide more opportunities for children to expand their enjoyment of books and other written materials to develop their literacy skills in readiness for school.

Setting details

Unique reference number	203243
Local authority	Essex
Inspection number	10280569
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	3 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 August 2017

Information about this early years setting

The childminder registered in 1996 and lives in Harlow, Essex. She operates all year round, from 9am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Lynn Hartigan

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector took account of the views of the parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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