

# Childminder report

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Inspection date: 19 April 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 confident and comfortable in the childminder's home-from-home environment. They settle quickly and become engrossed in activities. They leave their parents with ease as they are warmly welcomed by the caring, nurturing and dedicated childminder. Children have formed close attachments with the childminder and made friends with other children who attend. The childminder inspires the children to 'have a go', as activities planned are inviting and based on the children's interests. For example, children delight in planting seeds. They enthusiastically fill pots with compost. The childminder engages them in conversations as they fill watering cans. They talk about the need for sunshine and water to make the seeds grow. Children relish outdoor play and make potions in the mud kitchen. They invite the childminder to join in their games and use petals and leaves in the mud kitchen to make 'tasty' meals for her.

The childminder uses the 'curiosity' and Montessori approach to support children's learning. They can easily access a wide selection of quality, natural resources and toys to engage their enquiring minds. Children have their own storage space, and their artwork is celebrated. This creates a sense of belonging. Children's behaviour is good. They understand the high expectations of the childminder. They feel secure and demonstrate good manners.

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

- The childminder respects all children as individuals. Children's behaviour shows that they are confident and feel secure in her care. Well-designed activities help to support children in understanding their emotions. They learn the language they need to express how they feel and the impact their actions may have on others. Children learn about wider communities other than their own through well-planned activities. Positive images of diversity are reflected within the resources, which prompt conversations around similarities and differences.
- The childminder constantly engages children in conversation and provides running commentaries during activities. She has a clear comprehension of how children develop their conversation skills and introduces new words to challenge their vocabulary. She also consistently uses songs to help children's language skills. They thoroughly enjoy selecting props from a song bag to initiate singing. However, on some occasions, the childminder does not ask questions to encourage children to think critically and problem-solve for themselves.
- The childminder understands the importance of continued professional development. She has a culture of evaluation and self-reflection, and she has a good understanding of how this impacts on outcomes for the children being cared for. She completes training to support her commitment to provide quality care and education. The childminder also understands the importance of

supporting her assistant in their continuous professional development.

- The childminder encourages children to develop self-care skills. They are encouraged to understand their personal needs. Children are supported, feel comfortable and know when they need to use the bathroom. The childminder has a gentle approach and encourages children to be independent. Children are keen to help the childminder. They return toys and tidy up in preparation for snack. The childminder promotes a healthy menu and lots of fresh air and physical play. Children sit comfortably and enjoy strawberries and bananas.
- The childminder has strong partnerships with parents. They comment that they are very grateful for her commitment and dedication to their children. Parents discuss the very good progress their children make, which includes speech and language development for their bilingual children. Parents feel informed about their children's day as the childminder provides thorough feedback. Parents appreciate the support provided during transitions, such as potty training.
- The childminder has a secure knowledge of how children learn. She provides them with a good-quality education. The childminder plans a broad curriculum that covers all areas of learning. Children are confident to ask lots of questions and have the skills they need for successful future learning and transition to school. The childminder recognises the importance of developing relationships with other early years settings children attend to provide continuity in learning. However, while there has been some attempt, these have not yet been established.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to protect children from harm. She is aware of possible signs and behaviours that may suggest a child is at risk. The childminder completes training to ensure she is fully informed regarding all aspects of child protection and builds on her good knowledge. This includes wider issues of child protection, such as female genital mutilation and domestic violence. She has a good understanding of how to report any concerns. Parents are provided with comprehensive policies to inform them about the childminder's safeguarding responsibilities. Priority is given to ensure children play in a safe, secure and clean play environment.

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

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

- use effective questioning techniques to extend children's language, help them think critically and solve problems independently
- strengthen partnerships with other early years settings children attend to provide the best possible support for their learning and development.

## Setting details

<b>Unique reference number</b>	EY379847
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10280152
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	21 September 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Westcliff-on-Sea, Essex. She operates all year round from 9am to 5.30pm, Tuesday to Friday, except bank holidays and family holidays. She holds an early years qualification at level 5. The childminder provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

## Information about this inspection

### Inspector

Lynn Hartigan

## Inspection activities

- This was the first routine inspection the setting has 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 inspector observed the areas of the home available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of suitability.

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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