

# Childminder report

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Inspection date: 25 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

The childminder provides a warm and welcoming environment for children. She gives high priority to children's personal, social and emotional development. The childminder sensitively supports children, particularly those who are new to the provision, to settle in happily. Children form successful attachments and continue to build positive relationships with her as they progress. Children demonstrate that they feel safe and secure. They enjoy exploring the vast array of resources set out for them to choose from. They know where to find their favourite toys and books. The space is well organised to allow children to easily access different rooms. They move around the childminder's home safely, negotiating steps carefully by themselves.

Children make good progress from their starting points. They enjoy their learning and are eager to participate in activities. Young children are skilled when completing puzzles that are appropriate for their stage of development. For example, they use steady finger control as they insert magnetic puzzle pieces into a tray. They use magnetic fishing rods with precision to pull the pieces out of the spaces and put them back in using the rod. Toddlers begin to repeat unfamiliar words and develop their vocabulary. Children cuddle up to the childminder to share stories. They learn how to handle books with care and lift the flaps on each page carefully. The childminder creates anticipation as the children wait with excitement to see what is on the next page.

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

- The childminder understands the patterns of child development and how children learn. She has a clear vision about what she would like children to learn while in her care. The childminder has strong knowledge of each child as an individual.
- Overall, the childminder identifies next steps well to build on children's prior skills. She shares good examples of areas where children have made progress. However, she does not always focus on planning and delivering well-thought-out activities to help all children make the best possible progress.
- Young children are beginning to develop their speech. They learn to be polite and use appropriate manners. For instance, they say 'excuse me' to their friends when they try to access resources out of their reach.
- Children's behaviour is good, and they play in harmony with each other. The childminder has a calm approach to managing their behaviour, giving gentle reminders and offering distractions. She teaches children to be kind to each other by emphasising sharing. For example, the children make 'wiggly worms' out of play dough and share them with their younger peers.
- Children learn to be independent and can do things for themselves. For example,

they are able to use the indoor climbing frame independently while supervised. The childminder supports them and is on hand when needed. She encourages good hygiene routines, such as helping children to wash their hands before meals.

- Children spend time exploring the garden outside. They grow fruit and vegetables in the garden patch. This helps the children to understand where their food comes from and supports their future understanding of healthy diets.
- The childminder takes children on outings and visits to local woodlands, parks, farms and the library. Children have various opportunities to explore the wider community and nature. They demonstrate excitement as they see a cat in the garden and call, 'Cat, cat come here.'
- Parents speak highly of the childminder and praise her for the care and learning their children receive. They say that she provides ongoing support to help children to settle in. The childminder obtains information from parents about what children know and can do to support their learning. She offers a flexible home-from-home service to parents.
- The childminder speaks about her work with passion. She reflects and reviews the provision she offers and undertakes training to keep her knowledge current.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully trained in safeguarding. She keeps her knowledge up to date and ensures that she has access to the latest information. The childminder offers a safe and secure environment. She understands her duty to protect children from harm. The childminder can recognise the signs that could indicate a child is at risk of abuse and knows who to notify should she have any concerns. The childminder keeps records in a confidential manner and monitors children's attendance. She is aware of a wide range of safeguarding matters and is confident in her knowledge of local safeguarding procedures. The childminder is aware of what action to take if an allegation is made about herself or a household member.

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

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

- plan activities more precisely to ensure that children achieve the desired learning outcomes and make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY486560
<b>Local authority</b>	Essex
<b>Inspection number</b>	10280190
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	11 August 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Hockley, Essex. She operates all year round from 8.15am to 5.30pm, Monday to Wednesday, except for bank holidays.

## Information about this inspection

### Inspector

Marta Kellouche

### 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 had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- Parents shared their views of the setting with the inspector through verbal and written testimonials.

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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