

# Childminder report

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Inspection date: 14 June 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 happily play with each other as they explore the resources in the warm and inviting environment. Children have good bonds with the childminder as they are met with lots of praise throughout the day. This supports children's personal and emotional development. Children have high levels of engagement and enjoy being in each other's company. They take turns to feed the dolls and rock them to sleep. They enjoy throwing and chasing the ball with one another in the garden, which develops their social and physical skills. Children develop their fine motor skills as they practise using pegs to hang the washing on the line.

Children are exposed to a range of experiences outside the setting to learn about the community and wider world. For example, children attend a local cafe where they interact with adults with additional needs. Together, they participate in dance, music and drama sessions. Children learn how everyone is unique, which has had a positive impact on their personal, social and emotional development. In addition, children learn about animals and sea life through visiting the local farm and aquarium.

During snack time, children learn about different fruits. They explore the taste, texture and smell of each fruit. Children compare the texture of a kiwi fruit to grass. They learn new words as they cut the 'squidgy' fruit independently into 'segments', which develops their communication skills. Children develop their mathematical skills as they look at the shapes of the fruit and learn to count the pieces. They learn the benefits of eating fruit and where they come from, which promotes a healthy lifestyle.

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

- The childminder has a good understanding of how to support children's communication skills. She introduces new vocabulary and extends what children are saying. For example, children say 'car' and the childminder replies 'yes, a blue car'.
- Children have good opportunities to develop their literacy skills. They have access to a range of stories and enjoy singing songs with the childminder. Children enjoy making marks with pencils, sponges and water. However, the childminder does not always support children's emerging interests during planned activities. For example, during a planned drawing activity, children want to practise their cutting skills with scissors but are encouraged to continue with the drawing.
- The childminder has created strong partnerships with other settings children attend and the local primary school. She shares children's emerging interests and next steps in learning. The childminder helps children to be prepared for

school transitions as they practise independence skills, such as learning to dress themselves and using the toilet independently.

- The childminder has formed good relationships with parents, as she regularly discusses children's progress and what they have been doing at the setting. She provides parents with advice to support children's development. Parents comment on the positive home-from-home environment that children experience. They speak highly of the childminder. They describe her as 'friendly', 'professional', 'caring' and 'honest' and say that she has fantastic communication with them. Parents say that their children's confidence and independence have grown since attending the childminder's setting.
- The childminder has an awareness of how to support children with special educational needs and/or disabilities and children who speak English as an additional language. She incorporates visual aids to help children to communicate. For example, the childminder has pictures of faces with different facial expressions so that children can express how they are feeling. Children can also request songs through using flash cards that are available to them. The childminder is aware of the support services available for families if she has concerns about a child's development.
- The childminder is very reflective of her practice. She sends out questionnaires to parents to gain feedback about her strengths and any areas she could make improvements. The childminder is proactive with refreshing her knowledge on child development and often attends courses to support the children in her care. For example, she has recently attended training about children's oral health. This has enabled her to provide advice to parents and activities to children to promote healthy eating and oral hygiene.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly carries out risk assessments to ensure that her home is safe. This includes going to areas outside the setting, prior to her visit with the children. The childminder attends regular safeguarding updates held by the local authority to refresh her knowledge. She is aware of the signs and symptoms of abuse, including physical and sexual abuse and neglect. The childminder is aware of the importance of monitoring any changes to children's behaviour. She is aware of the signs and symptoms of radicalisation, domestic violence and county lines. The childminder knows the procedure to follow if she has concerns about a child or if there is an allegation made against 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:**

- enhance opportunities for children to extend their emerging interests during

planned activities.

## Setting details

<b>Unique reference number</b>	EY375158
<b>Local authority</b>	Essex
<b>Inspection number</b>	10289075
<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>	5
<b>Date of previous inspection</b>	10 November 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Roydon, Essex. She operates all year round from 7.30am to 2.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. She is registered to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Stef Montgomery

### 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 areas of learning, the curriculum and what the childminder wants children to learn.
- The inspector observed a planned activity and evaluated this with the childminder.
- The inspector interacted with children throughout the inspection.
- The inspector took account of parents' views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.

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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