

# Childminder report

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Inspection date: 21 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate they feel happy and safe in the care of the childminder. They warmly welcome visitors and invite them to join in with their play. Children's speech and language skills are good. As they engage in role play, children talk about the roles they will hold and use strong vocabulary as they discuss and negotiate. Children have lots of time to develop and practise skills they need for their future education. They make distinctive marks and draw detailed pictures with chalk. Children recognise their own names and those of others, showing a good understanding of letter sounds.

Children's behaviour is very good. They play together extremely well, especially as they deeply engage in role play. Children benefit from many opportunities to be outside. They know to wear their sun hats to keep them safe in hot weather. Children enjoy exploring with natural materials. They talk about how the colour and texture of sand and water change as they mix them together. The childminder encourages children to use their fingers to make patterns in sand on the floor. At other times, children are active as they ride on scooters and in toy cars. Music and movement sessions give children opportunities to bend and stretch their developing muscles.

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

- Children are making good progress. The childminder observes them closely as they play and engage in activities. She clearly identifies what children need to learn next. The childminder talks about how she uses children's interests to engage them in activities that they do not naturally take part in. For example, she provides a large sheet of paper outside, and places vehicles and animals in the sun to make shadows. This encourages children to use pencils to draw round them and so supports their early writing skills.
- Children are developing a love of books. They enjoy sitting together with the childminder to share stories. Children join in with familiar refrains. They ask questions, give their ideas and link what is happening in the stories to their own experiences. These activities give children confidence to speak in small groups and further support their already good communication and language skills.
- Parents speak positively about the childminder. They are pleased with the progress their children make. The childminder actively encourages parents to share with her what children are doing and learning at home. This helps to promote continuity in their development.
- The childminder knows the children and their families very well. Children have strong attachments to her and show a strong sense of belonging in her home. The childminder talks about how she helps children to learn about other people and cultures, such as by teaching them about different festivals. However, she

does not actively support children to gain the best understanding of how they are unique and what they have in common with each other.

- Children are developing a good understanding of the world. They are excited to show visitors the strawberries they are growing. They talk about how the colour of strawberries are changing from green to red. As children play with water, they notice their footprints on the patio. The childminder adds to children's interests by showing them how to use vehicles to make tracks and patterns. However, she does not always use opportunities such as this to offer deeper learning and challenge to the older children, for instance introducing them to concepts such as evaporation.
- The childminder has a strong record of professional development. She actively seeks training and undertakes research on areas of practice she identifies she needs to develop. The childminder has recently undertaken training based on children's communication and language skills. She talks about how she will be using her new knowledge to enhance this area of her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She understands how to recognise signs that children may be at risk of harm or extremist behaviour. The childminder has good knowledge of the procedures to follow in the event of any concern about a child. She also knows how to report any allegations made against herself or anyone in her household. The childminder has a clear safeguarding policy in place, which she shares with parents and uses to underpin her good practice. She regularly risk assesses her home and garden to make sure all areas are safe for children.

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

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

- support children to develop a wider understanding of how they are unique and what they have in common with each other
- provide pre-school children with more challenging learning opportunities to further extend their understanding of the world.

## Setting details

<b>Unique reference number</b>	EY448311
<b>Local authority</b>	Essex
<b>Inspection number</b>	10252026
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	20 July 2022

## Information about this early years setting

The childminder registered in 2012 and lives in Laindon, Essex. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jill Hardaker

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took account of the views of parents and discussed the childminder's reflections of her practice with her.

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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