

Childminder report

Inspection date:

27 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy to attend this setting. They form warm relationships with the childminder, who offers them a nurturing and inspiring environment. Children have a positive attitude to learning. They move around the setting with ease and enthusiasm. For example, children enjoy engaging in pretend play with their peers in the home corner. They share the play food well and talk about their favourite things to eat for breakfast. This helps support social interaction, imagination and role-play skills.

Children have interesting opportunities to build on their understanding of the world. They talk about wild animals, where they live, what they eat and how they spend the winter months. In the garden, they explore trays filled with small animals and natural resources, to consolidate the previously acquired knowledge. This helps to enhance children's sensory experiences and promotes care and affection towards all living things.

Children behave very well and display high levels of respect and consideration towards the childminder and their peers. Children successfully meet their own personal and hygiene needs and make healthy choices. They develop skills needed to become resilient and independent learners. The childminder has high expectations of children and they rise to the challenge by following the setting's routine with confidence. Children often use please and thank you when interacting with their peers. This boosts their self-esteem and helps them feel valued and appreciated.

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

- The childminder takes into consideration children's interests and abilities when planning fun and exciting activities. Children make their own choices about the resources they would like to explore next. For example, children have an amazing time investigating colours to paint a picture of a hedgehog. Children confidently recognise most colours. They also know that mixing blue, red and yellow makes brown. This helps support children's fine motor skills, creativity and mathematical skills.
- Children have plenty of opportunities to be active and healthy, indoors and outdoors. They operate scooters and navigate slides and tunnels with good control and coordination. This helps build on their gross motor skills, balance and stamina.
- Children enjoy books and develop a passion for reading. They listen with intent and curiosity to their favourite story about a lion. Children quickly become immersed in the narratives and engage in discussions about the pictures and the events. However, on occasions, the childminder does not use all opportunities to

introduce new words to younger children or those requiring further support.

- Children are fascinated by nature and wild animals and develop a great sense of discovery and exploration. They quickly become engrossed in a game when they pretend to be hedgehogs who sleep during the day and wake up at night to look for food. Children follow instructions well and giggle with excitement when it is time to 'wake up'. This helps develop their understanding of the world, imagination and listening and attention skills.
- The childminder has good knowledge and understanding of children's development and what they need to learn next. However, at times, the childminder does not identify when children need more challenge to extend their learning further, particularly younger children or those requiring additional support.
- Partnership working with parents is strong and effective. They praise all the fun and inspirational activities the childminder provides to all children. The parents feel included in their child's learning and notice the progress they make. They also comment on how honest and supportive the childminder is.
- The childminder has a very clear vision for her setting. She focuses on professional development. The childminder continuously looks for creative ways to improve the quality of education she provides to ensure academic success. She strives to enhance children's experiences to support their understanding of the world and promote diversity. For example, the childminder organises trips to the library, museum and local police station. This helps strengthen children's social skills and emotional resilience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong and robust knowledge and understanding of safeguarding. This includes aspects of safeguarding, such as female genital mutilation, county lines and the 'Prevent' duty. The childminder has accurate and effective policies and procedures in place to guide her, which she reviews regularly and shares with the parents. She understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder completes regular training to keep her safeguarding knowledge up to date. She takes steps to ensure that her home and garden are safe. The childminder carries out regular risk assessments and this helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen the quality of teaching to ensure that all children are suitably challenged in their learning

- provide opportunities for children to learn a wider range of words to extend their vocabulary, particularly for younger children or those who require extra support.

Setting details

Unique reference number	EY347568
Local authority	Essex
Inspection number	10285554
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 2007. She lives in Harlow, Essex. The childminder operates her service all year around, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- This was the first 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 childminder.
- The childminder and the inspector completed a learning walk together. They discussed how the curriculum is organised and what the childminder wants the children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Children spoke with the inspector about the activities they were doing.
- The inspector spoke with parents at appropriate times and took into account their views and feedback.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability of the childminder to work with children.

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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