

# Childminder report

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Inspection date: 18 October 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

The childminder forms close bonds with children. She values each family and interacts positively with them. The childminder warmly welcomes them into her setting each day. This helps children to develop a sense of belonging. The childminder provides activities that children enjoy joining in with. For example, children develop their fine motor skills as they use various tools and cutters to shape dough. They concentrate as they complete 30-piece puzzles, which helps to challenge their thinking and problem-solving skills. Overall, children's learning needs are met and they make good progress.

The childminder has clear expectations for children's behaviour. She is a good role model and teaches children how to behave in positive ways from a very young age. The childminder demonstrates how to share, take turns and be kind. As a result, children respond well, and their behaviour is good. Children develop independence as they put on their own coats and shoes before going outside. They learn about the things that contribute to a healthy lifestyle, such as exercise, eating a balanced diet and looking after their teeth. Children are encouraged to think about keeping themselves safe. For example, they hold the childminder's hand as they walk to school.

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

- The childminder has reflected on many aspects of her practice since her previous inspection. She demonstrates a commitment to maintaining improvements. For example, she has reviewed the layout of her resources and reorganised how these are used to benefit the children.
- The learning environment provides lots of experiences, which the children readily take part in. Children develop their personal, social, emotional and physical skills. These abilities and attitudes help to prepare them in readiness for the next stage of their development or school.
- The childminder interacts with children. She encourages them to remember and practise what they have been taught. For example, children count numbers one to 10. However, the childminder does not always extend children's learning to ensure that they are challenged as far as possible, for instance children who can count beyond 10.
- Children enjoy daily opportunities to be active and enjoy fresh air in the childminder's garden. They make good progress using resources that help to promote their physical development.
- The childminder places a clear focus on supporting children's communication and language during her interactions. She engages in children's play and provides commentary as she asks questions to help extend their ideas. For example, children use tools to help mould and shape dough and confidently talk to the

childminder about what they are making.

- Parents speak highly about the childminder. They comment on how their children's communication, language skills and confidence have grown. The childminder provides parents with daily updates about their child's time at the setting. She uses information from parents and from her observations to assess children's learning and to identify any emerging gaps in their development. Parents are kept well informed about what their children are learning so that they can extend this at home.
- Children are provided with lots of opportunities during daily routines to be independent. For example, they choose what they want to play with and help to tidy away toys. They know and understand why they should wash their hands and do so competently with little support.
- The childminder promotes aspects of children's understanding of the world well. For example, children enjoy daily outings to the park and visits to local places of interest to help them learn about the community they live in. The childminder supports children's knowledge of other families' faiths, lifestyles and cultures that are outside of their own experiences.
- The childminder makes sure that she attends all statutory training, such as safeguarding and first aid. She receives advice and guidance from the local authority and takes their feedback into account to further develop her setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to keep children safe. She knows the procedures to follow if she has concerns about a child's welfare or if an allegation is made against herself or a family member. She has a broad understanding of safeguarding concerns, including the potential risk to children with regards to radicalisation and county lines. The childminder maintains all required documentation for registration, including children's attendance and accident records.

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

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

- focus more closely on all available opportunities to challenge children's learning even further.

## Setting details

<b>Unique reference number</b>	199331
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10266310
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	10 November 2022

## Information about this early years setting

The childminder registered in 1994 and lives in Westcliff-on-Sea, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Mason

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk of the setting, inside and outside.
- The inspector and the childminder carried out an observation and evaluation of an activity together.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector reviewed relevant documentation, including evidence of suitability for all adults living in the setting.
- Parents spoke with the inspector.

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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