

# Childminder report

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Inspection date: 1 November 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 creates a warm environment where children are comfortable and settled. They enjoy using the available resources to make up their own games. For example, children imaginatively 'bake a cake' and the childminder suggests different ingredients to extend their play. She involves children in decision making and encourages them to make choices. For instance, children choose what they want for lunch and decide which colour flannel to use. The childminder acts as a positive role model, helping children develop important social skills. For example, children confidently tell each other, 'my turn' when they play together. The childminder provides many opportunities for children to become increasingly independent. For instance, older children happily go to the bathroom by themselves.

The childminder prompts children to keep the environment tidy. They sweep up pasta and show care and consideration when they find another dustpan and brush for their friends. The childminder plans interesting outings to give children many opportunities to learn about the world around them. They visit a range of local attractions, such as an aquarium, nature trails and farms. Children show what they have learned and remembered when they recall their experiences. They play with toy animals and explain clearly where they have seen each animal. They tell the inspector that they 'like going to the farm' and saw sheep and lambs.

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

- The childminder has organised her home, so children can easily access the resources. As a result, children are able to follow their own ideas. For example, they readily find their favourite books and 'read' a familiar story to each other.
- The childminder regularly reflects on her practice. She completed a local authority audit and used this to recognise gaps in her knowledge. As a result, the childminder has booked on relevant training. She uses additional funding to best meet children's needs. For example, she purchased a book to provide ideas about how to enhance her communication and language curriculum.
- Parents provide information about what children know and can already do when they first start. The childminder uses this information and her own observations to get to know the children well. However, she does not consistently ensure that activities sufficiently challenge all children's learning.
- The childminder supports children's emotional well-being effectively. She sensitively talks to them when they are upset and acknowledges how they feel. She has developed a cosy area for children to relax and retreat to if they want quiet time.
- Children learn basic mathematics while they play. The childminder incidentally introduces concepts, such as full and empty, when children fill various containers

with pasta. They use a range of tools to scoop up the pasta, helping develop the muscles needed in preparation for becoming competent writers.

- The childminder builds on children's emerging interests. For example, when children excitedly tell her they have tried to write their name, she shows them how to form the letters and displays their name for them to copy. The childminder demonstrates how to draw a straight line with a ruler, and children soon attempt this by themselves.
- The childminder skilfully supports children's developing speech and language skills. For instance, she waits patiently, so children have plenty of time to think and respond to questions. If necessary, the childminder repeats back what children say, so they hear the correct pronunciation.
- Parents receive daily detailed feedback and written journals to help keep them informed of their child's day. This also gives parents the opportunity to share what children have learned at home to promote consistency. They speak highly of the childminder. Parents comment that their children's speech has improved during their time with the childminder and that they appreciate all the outings that expand their children's experiences.
- The childminder promotes partnerships with other settings children attend. For example, she shares a summary of children's learning and development to enable staff to support them in a consistent way. The childminder attends meetings that are organised by the local authority. This helps to keep her up to date with any changes in the sector.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident of the actions to take if she is concerned about a child. She completes regular safeguarding training to keep her knowledge refreshed and up to date. This helps the childminder remain vigilant and be aware of factors that may cause children to be more vulnerable to abuse or neglect. She knows how to respond to allegations about herself, a family member or another adult who works with children. The childminder recognises the importance of maintaining accurate records to identify patterns of absences that could indicate a child is at risk.

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

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

- enhance the curriculum intent when planning activities to challenge all children to make even greater progress.

## Setting details

<b>Unique reference number</b>	EY306512
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10301015
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

The childminder registered in 2005 and lives in Leigh-on-Sea, Essex. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a full and relevant level 3 childcare qualification. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their written views of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and household members.

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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