

# Childminder report

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Inspection date:

5 December 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 arrive happily and are warmly greeted by the childminder. They willingly leave their parents and find their friends in the specially designed cabin at the end of her garden. Children develop close emotional attachments to the childminder and her assistant. They readily go to them for cuddles and reassurance. Children generally behave well, given their young age. They follow simple instructions well. When the tidy-up song plays, they help the childminder and her assistant to put away the toys and resources.

Children are confident communicators. The childminder and her assistant build on children's vocabulary through back-and-forth interaction. They ask age-appropriate questions and give children enough time to think and respond. Children thoroughly enjoy joining in with regular interactive stories and songs. For instance, the assistant encourages children to act out the actions of the animals in a story. Children roar loudly, like a lion and stretch high like a giraffe. The childminder and her assistant build children's anticipation during these song times. For example, they sing the words softly as the children pretend to be sleeping bunnies. They raise their voices to indicate that the children can jump up and wake up. Children excitedly jump up and giggle as they join in with the movement. This helps to capture children's attention and motivate them to join in.

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

- The childminder gathers detailed information from parents before children start with her. This helps to ensure children settle quickly. The childminder uses this information to help establish what children already know and can do. This helps her to plan for children's next steps in their education. The childminder and her assistant continually observe the children and monitor their progress. As a result, all children are making good progress.
- Children are becoming increasingly independent in their own personal needs. For example, young children learn to wipe their own nose and put their used tissues in the bin provided. The childminder supports the children to independently wash their hands before they eat.
- The childminder and her assistant provide lots of opportunities for children to develop an early understanding of mathematical concepts. For example, children set out chairs and use their imagination as they pretend to go on a bus ride with their friends and soft toys. The childminder uses this opportunity to weave in mathematical language, such as who is in front and who is behind. Children later use these words in their play demonstrating that they have remembered and understood this positional language.
- The childminder provides children with different learning experiences to build on their physical skills. For instance, they enjoy regular time playing and learning

outside in the childminder's garden. They benefit from visiting places in the local community, such as local parks, zoos and farms. This helps to broaden their experiences of the world around them.

- The childminder and her assistant help children to understand the rules of the setting. However, on occasions, when children do not share resources, whilst the childminder and her assistant support the children to manage their feelings, behaviours and interactions, they do not consistently help them to understand why they need to share and how their actions affect others.
- Partnership with parents is exceptionally strong. Parents speak highly of the childminder and her assistant expressing that they provide a 'home-from-home' environment where their children flourish. They report that their children want to go to the childminder's home even on days they do not attend. Parents value the daily feedback and updates on their children's well-being, progress and next steps. This helps to build excellent relationships with parents where there is a two-way flow of information to support their children's progress.
- The childminder has established close working relationships with other settings that children attend. They share relevant information about children's learning and development. The childminder is passionate about sharing what makes the children unique, and where they are in their learning. This promotes continuity of care.
- The childminder takes part in regular training opportunities to keep her knowledge up to date. She monitors her assistant's practice and they evaluate the provision together to continually improve so that children benefit from good learning opportunities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to protect the children in their care from the risk of harm or abuse. The childminder knows the procedures to follow to report concerns about a child in her care or if there is an allegation made against her or a member of her household. This helps to ensure that children's well-being is protected. The childminder ensures the safety of children both inside her home and when on outings. The childminder and her assistant attend regular safeguarding training to keep their knowledge up to date and current.

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

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

- consistently support children to recognise and understand the impact their behaviour has on others.

## Setting details

<b>Unique reference number</b>	EY492141
<b>Local authority</b>	Essex
<b>Inspection number</b>	10300976
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	5 January 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Hatfield Peverel, Essex. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays that are agreed in advance.

## Information about this inspection

### Inspector

Shelly McDougall

### Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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