

Childminder report

Inspection date: 12 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 provides children with a home-from-home, welcoming environment in which to learn. She invests time getting to know the children and their family before they start. Children leave their parents with ease and settle quickly. The childminder plans her curriculum around the children's interests and what they need to learn next. The home is fully inclusive, and the provision of high-quality resources is easily accessible for children to self-select. The childminder encourages and fully supports children to make decisions and initiate their own play. She also introduces some aspects and resources of the Montessori approach to support her teaching. Children make good progress. The childminder teaches children the skills that they need for successful future learning and transition to school.

Children are confident speakers. The childminder provides children with running commentaries as they play and speaks to the children with respect and genuine care. Children ask questions and show they are curious as they investigate different materials in a sensory tray. The childminder is nurturing and attentive, and children demonstrate they feel safe and secure in her care. Even young children show they are confident and engage visitors to the home in their games. Children are busy and keen and eager to learn and try new things. They demonstrate very good behaviour.

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

- The quality of teaching is good. The childminder is aware of the importance of continuous professional development. She is committed to improving her knowledge through training opportunities and research. The childminder evaluates and considers the service she provides and welcomes and implements new ideas that will improve positive outcomes for the children.
- The childminder has established positive, welcoming working relationships with parents. Parents comment on the engaging activities that are provided and the 'fantastic memories' their children have. They say the childminder provides 'amazing' care and their children have blossomed since attending. Parents comment that their children are happy, confident and chatty and are always excited to attend.
- Children demonstrate a love of books and select favourite rhyming stories from a wide selection of quality books that is available to them in a cosy area. They sit comfortably on cushions as they interact with the childminder as she reads their chosen story. Children giggle and squeal with excitement and predict what will happen next. They enjoy singing and learn simple sums as they sing along to number songs.
- The childminder teaches children the skills they need to be independent. For

example, they can access the bathroom independently and take care of their personal needs. They learn to dress themselves as they use dressing-up props that are provided. Children's understanding of keeping healthy is supported through conversation and focused activities. For example, children are very comfortable around the family pets but know they must wash their hands after touching them. They enjoy balanced healthy meals that are provided. Discussions take place around the importance of healthy foods as children play in the home corner.

- Children's communication skills are supported well. They are inquisitive and confident speakers, and they ask questions. The childminder models language well. She positively engages children in conversation and is aware of the importance of allowing time for children to process information and respond.
- Children understand the childminder's high expectations and their behaviour is good. They demonstrate good manners and delight in the positive reinforcement and praise they receive from the childminder. Children have established warm bonds with the childminder. They have formed friendships with other children attending and play well together.
- The childminder is aware of the importance to support children's emotional development. Activities and resources that provide opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves.
- Children benefit from a good variety of outings outside of the home. They learn social skills when they visit the café. They enjoy bus and train rides and make new friends at toddler groups. The childminder has a dedicated garden area for the children, and they develop physical skills by using the climbing apparatus and tricycles. However, the childminder does not always plan as effectively to provide children with the same rich experiences for learning outdoors as those indoors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the planning for the outdoor area to provide children with the same rich experiences for learning as those inside.

Setting details

Unique reference number	EY462280
Local authority	Essex
Inspection number	10308413
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	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 March 2018

Information about this early years setting

The childminder registered in 2013 and lives in Little Oakley, Essex. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The inspector observed the areas of the home that are available to children.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder showed the inspector some relevant documentation.

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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