

# Childminder report

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Inspection date: 17 January 2024

<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 provides a warm, nurturing environment. Children are happy and settled. The childminder develops caring positive relationships with the children. There is lots of laughter and smiles at this setting. Children show their confidence and how happy they are seeking out the childminder to share their play. Children's behaviour is very good. The childminder has a positive approach to managing behaviour. He focuses on using praise to reinforce good behaviour. He uses gentle guidance and clear instruction to direct children to activities, leading to busy, engaged children.

Children enjoy spending time at this setting and show excitement when exploring the activities available. The space is set out with a wide variety of toys and activities that link with children's individual interests. Children thoroughly enjoy their interactions with the childminder. They share their delight when making painted handprints. Children giggle while comparing the childminder's bigger handprints to theirs.

Children make good progress in their learning and development. The childminder carefully plans activities based on their interests. Children show high levels of concentration for their age. They are motivated to learn and make new discoveries. This leads to children making good progress and they are ready for the next stage in their learning. Children develop their mathematical skills as the childminder introduces counting to all areas of learning. For instance, children count the colours when painting, the trains on the track and practise identifying and counting shapes when drawing.

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

- The childminder understands how to help children learn and develop. He works in partnership with parents, with regular discussions about their child's development. He plans next steps in children's learning in collaboration with parents' feedback alongside his own observations. This enables him to plan for what individual children need to learn next.
- Parent partnership working and communication is good. The childminder values the information offered by the parents at the start of the day. This means that he can plan the child's day with consideration to key information, for example, offering a top up breakfast if they did not eat much at home. At the end of the day, he offers parents detailed feedback about all aspects of their child's day.
- Language development is a clear focus. He talks to children as they play and demonstrates the correct use of language. The childminder repeats sounds and extends sentences. He introduces new words throughout children's play to

expand their vocabulary.

- The childminder understands the importance of settling-in procedures. He offers new families a period of flexible sessions where the children can attend for shorter stays. The childminder, family and child get to know each other. This results in the child feeling more settled in the new environment before a full session.
- Children enjoy occasional outings to the local park and walks through the neighbourhood. This gives children an opportunity to get exercise and fresh air. In addition, the setting has a large, secure garden, accessible from the playroom. In the warmer weather the children spend time outside. However, there are limited opportunities for large physical play during a typical session. This means that the children do not get to exercise or the regular opportunity to learn more about managing risks.
- Children use the role-play area to practise simple skills. They pretend to prepare a meal and practise washing up at the water tray. They take part in clearing dishes after mealtimes and are encouraged to tidy the toys they have played with. The children take pride in being responsible for their environment. The childminder teaches the children the importance of hand washing and helps them to manage this at the sink. However, some aspects of the environment do not help best support children to be independent or self-sufficient. For example, bathroom taps are hard to reach and turn and coats hooks are too high up.
- The childminder is confident in identifying a delay in developmental progress. He would work in partnership with parents to support the child. He knows how to signpost parents to external agencies should that be necessary.

## 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:**

- provide a wider range of opportunities for children to engage in active physical play and the opportunity to learn about managing their own risks
- enhance the learning opportunities for children being able to build on their independence skills and become more self-sufficient.

## Setting details

<b>Unique reference number</b>	EY389800
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10316881
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	31 May 2018

## Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Thurrock. He operates all year round and provides overnight care. The childminder regularly works with a co-childminder and occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Triscott

### 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.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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