

Childminder report

Inspection date: 18 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

Children are at the heart of this warm and nurturing setting. The childminder creates a fun and stimulating environment that sparks children's curiosity. Children are very happy and quickly become immersed in inspirational activities. They have opportunities to explore freely and choose what they would like to access, with support from a very kind and thoughtful childminder. For example, children have an amazing time engaging in a matching activity. The childminder encourages them to select the correct food items to place in a pretend trolley. They concentrate intently and identify the kitchen roll, pasta and tomato sauce while giggling with excitement. This helps build on children's problem-solving skills, understanding of the world and social interactions.

The childminder has high expectations of children. They rise to the challenge by following the routines and boundaries exceptionally well. Children show high levels of respect and consideration towards the childminder and behave very well. Furthermore, children show care and affection towards the family pet too. Children form strong relationships with the childminder, who in turn responds to their needs with kindness and reassurance. The childminder values children's achievements. She offers praise and affirmation to build on their self-esteem, confidence and emotional resilience.

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

- The childminder offers a diverse and inclusive practice. She takes into account children's views, interests and needs when planning a wide array of fun and stimulating activities. For example, the childminder encourages children to count in sequence and recognise some numerals. Children show high levels of determination, and they persevere when challenges occur. This helps further enhance their mathematical skills and cognitive development.
- The childminder is an excellent role model for the children. She models language well and engages children in meaningful conversations. She introduces new words, such as 'mint' and 'rosemary'. However, the childminder does not make use of all opportunities to encourage children to acquire and consolidate new vocabulary.
- The childminder creates fantastic opportunities for the children to explore a great range of mark-making tools to build on their fine motor skills. Children maintain focus for long periods and ascribe meanings to their drawings. In addition, they use scissors with great control to make snips and cut through the paper. Children talk about what they are doing with pride and satisfaction. This helps them to build on their emotional development and to express themselves creatively.
- Children enjoy exploring play dough. They laugh with joy as they mould it in

their hands and break it into smaller pieces. Children use tools and cutters to turn the dough into different shapes and structures to further develop their dexterity. The supportive childminder encourages them to add herbs to their dough to create a different effect. Children closely observe the herbs' features to enhance their sensory experiences and build on their understanding of the world.

- The childminder has good knowledge and understanding of children's development and what they need to learn next. She completes regular progress assessments that she shares with the parents and other relevant professionals. However, on occasions, the childminder does not identify when children need more challenge to extend their learning further, particularly children requiring additional support.
- The childminder has an ambitious vision for her setting. She constantly reflects on her practice and strives to deliver high-quality education to all children. The childminder finds inspiration in the positive relationships that she has built with other childminders from the local community. She organises trips and outings to local parks, the zoo and museums to broaden children's experiences and social skills. The childminder completes regular and relevant training to keep her knowledge current.
- Partnerships with parents are strong. They comment on the childminder's warm and flexible nature. They mention that communication is effective and transparent. Parents value the fun and exciting activities the childminder provides for all children and appreciate the progress their children make. Parents feel the childminder's setting is their children's 'second home'.

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 opportunities for children to learn a wider range of new words to extend their vocabulary
- strengthen the quality of teaching to ensure children are suitably challenged in their learning.

Setting details

Unique reference number	EY459716
Local authority	Essex
Inspection number	10305443
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	2 to 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	21 February 2018

Information about this early years setting

The childminder registered in 2013 and lives in Wivenhoe, Essex. The childminder holds a relevant early years qualification at level 3. She operates all year round, from 7.30am to 6pm, Monday to Thursday, and Fridays from 7.30am to 4.30pm, except bank holidays and family holidays. The childminder receives funding for the provision of early education of two-, three- and four-year-old children.

Information about this inspection

Inspector
Anca Sandu

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what it is the childminder wants children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents provided written feedback about the childminder, and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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