

Childminder report

Inspection date: 12 February 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 enjoy spending time in this warm and homely setting. They are frequently heard laughing and squealing in delight with the childminder who is kind, caring, and polite. He encourages the children to use good manners and be kind to each other. The children thrive on the praise and encouragement they receive from him which helps to boost their self-esteem and develop their sense of security.

The childminder knows the children in his care very well. He knows where they are in their learning and understands what they need to learn next. He plans activities to support children in achieving the next steps in their learning. He follows and develops children's interests during play. This ensures that children make good progress and are ready for their next stage of learning.

The children have daily opportunities to exercise and get fresh air in the garden of the home. The childminder draws their attention to the wildlife around them, encouraging them to watch the birds in the trees and the snails on the path. In addition, the children have regular opportunities to visit local parks, forests, nature trails, and soft-play centres. This helps to promote their physical development.

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

- The childminder is effective in supporting children's language development. He provides a running commentary on children's play. He repeats back to children what they say, adding extra words. The childminder draws children's attention to noises in the environment, encouraging them to listen carefully to what they hear. This helps children to develop their communication skills. However, on occasions, children are not given enough time to think and respond to questions he asks them before the questions are repeated.
- Mathematics is woven into the activities of the day. For example, the childminder uses language associated with size such as 'long' and 'big' during play. He uses number-related language and encourages the children to count, for instance, how many blocks are in the tower they have built. He uses books to introduce children to the concept of time. As a result, children are acquiring early knowledge of mathematics in preparation for later learning.
- The childminder recognises when he can build on children's interests. For instance, when children are playing with building bricks, he suggests different ways to use them, such as building towers or making a line with them. He models to the children how to lift a row of bricks by putting pressure on each side, explaining to the children how to do this. The children are thrilled when they learn how to do this 'magic trick'. This helps introduce the children to early science-related language and concepts.
- Children's independence is well supported. They are encouraged to tidy up their

toys, try and put their shoes on, and help take their water bottles to the kitchen after snack. They can be heard proudly telling their friends, 'I did it' when they successfully complete a task.

- The childminder supports children who speak English as an additional language. He works in partnership with parents to find out key words in children's home languages to aid communication. He ensures children hear and practise using English as they play. He names items in both English and home languages. This helps to ensure children who speak English as an additional language make good progress.
- The childminder has established strong partnerships with parents, who praise him for the quality of care and learning he delivers. There is a two-way flow of information with parents about children's development and progress. The childminder suggests ways in which they can support their children's development at home, for example, by providing them with potty training guidance. He has formed links with the local schools and provides them with information about the children when they start. This promotes continuity of care for the children.
- The childminder and co-childminder work successfully as a team. They communicate effectively with one another. They discuss the individual needs of the children and work together to meet them throughout the day. They share with each other the accomplishments of the children and take pride in what they have helped them achieve.

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:

- develop questioning techniques to give children more time to respond to questions asked, to support their thinking, communication and language skills further.

Setting details

Unique reference number	404364
Local authority	Thurrock
Inspection number	10305429
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	11
Date of previous inspection	21 February 2018

Information about this early years setting

The childminder registered in 2000 and lives in North Stifford, Essex. He works alongside his wife, who is also a registered childminder. The childminding provision operates all year round from 7.30am until 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the childminder.

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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