

Childminder report

Inspection date: 15 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with a welcoming, bright, child-friendly environment. There is a real sense of belonging as children have their own named coat pegs and storage. Artwork is displayed and a wide variety of resources are easily accessible for children to initiate their own games. Young children demonstrate that they feel safe and secure and are keen and eager learners. The childminder has a good knowledge of the children attending. He works closely with his co-childminder and they invest time in getting to know the children and their family. This helps to ensure he has a sound understanding of where children are in their development and what they need to learn next.

The childminder works closely with his co-childminder, and they follow the children's interests when planning the curriculum. All children make good progress. The children have established trusting bonds with the childminder and his co-childminder and assistant. They have made friendships with other children attending and play well together. They settle quickly and leave their parents with ease as they are very comfortable, confident, and happy in the childminder's home. The childminder is calm and attentive. He understands when children want to play independently and is on hand for support and encouragement. Children are familiar with the routines of the day and understand the childminder's expectations. Children feel secure, demonstrate good manners and their behaviour is good.

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

- The childminder has a sound understanding of how to promote children's learning and child development. He works closely with his co-childminder to ensure children are provided with a good-quality education. The childminder plans a broad curriculum that covers all areas of learning, both indoors and outdoors. Children make good progress as they demonstrate an eagerness to learn.
- The childminder's home is fully inclusive, and all children make good progress, including those who need additional support. The childminder is very knowledgeable of how to support children with special educational needs and/or disabilities. Positive professional relationships have been established with outside agencies to ensure that all children reach their full potential.
- The childminder understands the importance of continuous professional development and demonstrates a commitment to training, including regular safeguarding updates, to ensure he is fully informed of current practice. The childminder fully understands his responsibility to monitor practice and positively supports his assistant to attend training to ensure the quality of service is consistent.
- The childminder has developed effective professional partnerships with parents.

Parents say their children are provided with 'exceptional care' and that they could not be happier with the service provided. They comment their children have learned good social skills since attending and make good all-round progress. They comment on the friendly, accommodating, and flexible childminder. However, the childminder does not share enough information with parents regarding their children's learning so that this can be extended at home.

- Children receive positive interaction from the caring childminder. He engages children in conversation and talks to children as they play. Young children are confident speakers. They have a wide vocabulary and communicate their needs well, such as when they want to play in the garden. They delight in outdoor play, and love to blow bubbles. They practise early writing skills as they create large floor pictures and patterns using chunky chalks. Children's speech and language skills are supported well.
- The childminder respects all children as individuals. Children are given choices as to what they would like to do and make decisions for themselves. They learn about emotions and feelings through conversations and stories. Children's well-being is a priority, and the childminder offers lots of praise and positive encouragement to help promote their self-esteem.
- Children are confident and keen to 'have a go' and try new things. However, there are few opportunities for children to express high levels of creativity and imagination through the use of resources that have no fixed purpose.

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 parents with more detailed information about their children's progress and how they can support and extend their learning at home
- extend opportunities for children to develop higher levels of imagination, exploration and creativity.

Setting details

Unique reference number	EY429128
Local authority	Essex
Inspection number	10316854
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 11
Total number of places	12
Number of children on roll	24
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2011 and lives in Loughton, Essex. The childminder operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with another registered childminder and an assistant. 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 setting has 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The childminder explained his intentions for the children's development and how he plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.

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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