

# Childminder report

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Inspection date: 15 February 2024

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<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	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, comfortable, home-from-home environment. She works closely with her co-childminder and invests time in getting to know the children and their families. The childminder uses assessment well. She successfully plans activities to spark children's curiosity, and a varied curriculum around children's interests and what they need to learn next. Children excitedly arrive and leave their parents with ease. They demonstrate they feel safe and secure in her care. They are keen and eager to investigate activities provided. Their friends happily greet each other and play well together.

The attentive childminder is calm and reassuring. Children thrive on the routines in place. For example, they happily tidy toys in preparation for snack. The childminder has high expectations. Children make good progress in their learning and behaviour is good. Children demonstrate skills they need to be independent learners, as these are positively encouraged. For example, they are gently encouraged to get ready for outdoor play. They show perseverance as they put their shoes on and receive lots of encouragement and praise. Children know to wash hands after playing in the garden and before eating. They learn how to stay safe and healthy through everyday routines. Children help prepare their snack and they skilfully use knives to cut fruits safely, fully supported by the childminder.

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

- The quality of teaching is good. The childminder has a secure knowledge and understanding of how children learn and how to promote a challenging curriculum. All children receive a wide variety of exciting learning opportunities. They make good progress and are fully supported in what they need to learn next including the skills they need to be independent learners, and for successful future learning.
- The childminder has established positive and welcoming working relationships with parents. Parents comment on how happy their children are to attend. They say the childminder provides a 'positive, loving, and nurturing' environment. They comment that the childminder is very supportive, provides children with a variety of excellent activities and 'goes the extra mile' to meet their needs. Parents say they feel reassured leaving their children in the childminder's care.
- The childminder is very aware of the importance of continuous professional development. She is committed to further improving her knowledge through training opportunities. The childminder evaluates the service she provides to improve outcomes for children. The childminder positively supports her assistant in their own professional development and regularly monitors practice. The childminder, her co-childminder and assistant work well as a team.
- Children's communication skills are supported well. Children are confident

speakers. They ask questions and the childminder models language well. She positively engages children in conversation, providing running commentaries while they play. The childminder is aware of the importance of allowing time for children to process information and respond.

- Children are spoken to with genuine respect and care by the attentive childminder and her assistants. They are good role models. Children have formed friendships and play well together. They understand the childminder's high expectations and demonstrate good manners. They have established trusting bonds with the childminder. Children are offered help, cuddles, and reassurance if they feel sad.
- Children's creativity is supported. They have great fun singing along to familiar nursery rhymes. A wide variety of dressing up props are available to enhance children's role play. Craft materials are easily accessible for children to explore and make marks. Artwork is displayed within the home to create a sense of belonging. 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:**

- extend opportunities for children to develop higher levels of imagination, exploration and creativity.

## Setting details

<b>Unique reference number</b>	EY347622
<b>Local authority</b>	Essex
<b>Inspection number</b>	10316852
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Date of previous inspection</b>	22 May 2018

## Information about this early years setting

The childminder registered in 2007 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. She has qualified teacher status. 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 her intentions for the children's development and how she 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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