

# Childminder report

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Inspection date: 7 March 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 creates a warm, home-from-home atmosphere where children feel comfortable and settled. She offers engaging activities. For example, children excitedly plant flowers as Mother's Day gifts. They show what they have learned when they recall that they planted seeds and remember the importance of watering plants to help them grow. The childminder encourages children to take turns and supports them to resolve minor conflicts by asking them to think about how they have made the other children feel. She talks to them about working as a team when, for example, children complete a puzzle together.

The childminder reads very expressively to foster children's love of books. She uses stories to help children gain a deeper understanding of ways they can keep themselves safe and healthy. For instance, she reminds them they need to stand back when the characters build a bonfire. The childminder has planned her garden to provide many opportunities for children to learn outdoors and develop their physical skills. For example, they happily mix earth and water to create a 'pig sty' and have daily opportunities to climb equipment and ride cars and trikes. Indoors, the childminder enthusiastically joins in when children sing, stretch and bend to their favourite songs, as they find out the different ways their bodies can move.

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

- The childminder works closely with the local childminding network to keep her knowledge up to date. She successfully reflects on her practice and makes changes that benefit the children. For example, she removed highchairs so the youngest children can feel fully involved at mealtimes.
- Parents provide information about their children's prior skills and knowledge at the start. This helps the childminder to know how to support children to learn and develop further. She effectively addresses any gaps in their learning and development through focused interactions.
- The childminder has constructed a clear curriculum that supports children to be ready for their next stage of education. She involves parents when she completes required checks to provide a broader picture of children's achievements and any potential needs. However, the childminder has not fully established a method of working in partnership with all the other settings the children attend to ensure there is a consistent, shared approach to children's learning and development.
- The childminder responds extremely well when older children ask questions to satisfy their natural curiosity and urge to learn more. She introduces complex words, such as 'battle' and 'armour', and offers age-appropriate explanations. This helps children build on their existing vocabulary and develop a greater understanding of what words mean.

- The childminder skilfully supports children to progress as they begin to master early mathematics. For instance, when younger children fill their pots she counts out the number of scoops they use. The childminder asks older children to estimate how many scoops they might need to reach the top of the flowerpot.
- The childminder helps all children feel special and valued. For example, on World Book Day they thoroughly enjoy listening to the books that each child has chosen to bring from home. The childminder makes sure she emphasises whose book it is and children beam proudly when they talk to visitors about their costumes.
- The childminder introduced new initiatives to address some of the possible impact on children's emotional and physical well-being as a result of the COVID-19 pandemic. These include daily dance sessions and, when possible, children nap outdoors to gain the benefits of being in the fresh air.
- The childminder is committed to her motto, 'I can, I must, I will'. This results in all children becoming increasingly independent. She encourages even the youngest children to persevere when they confidently try to put on their own shoes and coats. The childminder gives older children greater responsibilities and shows she trusts their abilities. For example, she assesses when they are ready to go upstairs by themselves to use the bathroom.
- Parents say the childminder is, 'an integral part of our wider family'. They appreciate daily chats and messages to keep well informed of their child's day. Parents comment on the wide range of experiences the childminder gives their children. These include baking sessions and trips to the woods. They say their children are more confident to express themselves and their speech has improved since being with the childminder.

## 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:**

- strengthen the links with all other settings that children attend to provide even higher levels of continuity in their care and learning.

## Setting details

<b>Unique reference number</b>	EY410064
<b>Local authority</b>	Essex
<b>Inspection number</b>	10308309
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	23 March 2018

## Information about this early years setting

The childminder registered in 2010. She lives in Witham, Essex. The childminder operates during school term time from 7am to 6pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

### 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector took account of parents' written views.
- 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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