

# Childminder report

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Inspection date: 15 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 offers a warm and caring environment for the children who attend. She greets children with a warm smile which makes them feel welcome. The childminder encourages children to remove their coats and shoes. This helps them to develop independence and a sense of responsibility for their belongings. Children settle quickly and begin to explore the range of activities the childminder has provided.

Children are developing positive self-esteem. As they play and explore, the childminder offers praise and celebrates their successes. For example, when children drink from beakers without lids, the childminder expresses how happy she is, and the children beam with pride. The childminder has clear 'house rules' which she promotes with children as they play. As a result, children are developing an understanding of expected behaviours.

Children show an eagerness to explore their surroundings. The childminder recognises children's current abilities and plans a range of experiences to build upon this. As children play, the childminder identifies what fascinates and interests them, adapting the environment to support children's curiosity. Consequently, children become positively engaged in play that motivates and inspires them.

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

- The childminder understands how children learn and develop. She has developed a curriculum that helps children build on the skills they have. She uses her knowledge of child development to plan activities that support children to develop the skills and knowledge they need to move on to the next stage of learning. For example, she supports children's balance and core strength to aid them with walking.
- Children are supported well to make progress. The childminder uses a range of assessment to identify children's ability and interests. Observation is used to recognise the different learning styles children have. For instance, the childminder identifies children who are explorers and how she can best support this through their play.
- The childminder helps children to develop good use of communication and language. Children enjoy favourite stories and songs. The childminder chats alongside children, narrating as they play. However, the childminder does not use a broad range of new and interesting words that builds and expands the vocabulary available to children.
- Children are developing their use of self-help skills. They manage their personal hygiene skills such as washing their hands. At mealtimes, children feed themselves and drink from cups with increasing skill. Children make choices such

as which fruit they prefer and what activities to take part in.

- The childminder helps children to learn about the wider world. Children visit places in the local community such as the animal farm and parks. They learn about people who help us and where they fit into the community. Children celebrate festivals that matter to them and are developing a sense of what makes them unique.
- Children enjoy being physically active. They roll, kick, and throw balls and crawl through tunnels as they play 'peek-a-boo'. They enjoy fresh air and using wheeled toys on the outside balcony as well as using the designated garden space.
- The childminder supports children to develop fine motor skills as they make marks on paper with crayons and pencils. Children enjoy being creative as they paint colourful pictures and add glitter. The childminder introduces mathematical language such as naming colours and shapes.
- The childminder actively develops her knowledge and skills through ongoing professional development. This includes training such as first aid and safeguarding. She is highly reflective and uses new knowledge to identify strengths and weaknesses in her provision. Furthermore, the childminder welcomes feedback from parents. She uses this to drive improvements in the service.
- The childminder has a secure understanding of how to keep children safe. She has a good knowledge of child protection and how to manage concerns. This includes concerns about children and what to do if an allegation is made against her or a household member.

## 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:**

- expand the use of new and interesting words, that broaden children's vocabulary and extend their use of spoken language.

## Setting details

<b>Unique reference number</b>	EY459342
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10295481
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	8 December 2017

## Information about this early years setting

The childminder registered in 2013. She operates from Monday to Friday, from 9am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Clare Ford

### 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 spoke to the inspector about children's learning and development and how assessment supports this.
- 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 observed the interactions between the childminder and children.
- 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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