

Childminder report

Inspection date: 11 March 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 are happy and settled in the childminder's care. She understands their individual needs and provides a warm and nurturing environment where they can play and learn in safety and comfort. The childminder is sensitive to children's emotional needs and supports them to recognise and understand their feelings, which helps them to become confident. Children feel safe and secure in the setting.

The childminder visits children at their homes when they first start. This helps her to build a relationship with them so that they feel more comfortable in her setting. She settles children in gradually, using a variety of strategies to suit their individual needs. Children's behaviour is excellent as the childminder is consistent in the boundaries she introduces from the beginning. The childminder explains her boundaries clearly to the children, who understand how to keep themselves safe.

The childminder understands what children need to learn and builds her curriculum on children's interests and information gathered from parents. She monitors children's development and provides activities and experiences that help children to progress rapidly from their starting points. The childminder provides good-quality resources that are interesting for children to use, which helps to keep them focused on their learning.

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

- The childminder helps children to become independent from a young age. Young children learn to sit still at the table while eating their lunch. The childminder teaches children how to blow their noses. Children know to put their used tissues in the bin and sanitise their hands afterwards. The childminder encourages children to tidy away their toys when they have finished playing with them. Children wash their hands independently before eating.
- Children enjoy a healthy diet. The childminder talks to them about the food they are eating and how it is good for their health. The childminder provides lots of opportunities for children to exercise in the fresh air. Children talk about going to the park and they enjoy outings to the local museum. They have climbing equipment to explore in the childminder's garden and the childminder provides outdoor activities for those who learn better outside.
- The childminder is very supportive to parents, who appreciate the care she gives to their children. Parents say how well their children have progressed in their learning since attending the setting. They praise the childminder and thank her for the creative gifts their children have made for them for Mother's Day. Parents feel welcome in the setting. The childminder has developed good working relationships with them to support children's learning. She shares information about children's learning with parents daily and supports them to continue the

learning at home.

- Children make good progress in their learning. The childminder plans activities around children's learning needs and alters them to suit different age groups as they arrive in the setting. The childminder helps older children to be well prepared for school. For example, children learn how to identify colours, shapes, letters and numbers as they search for objects hidden in a tray of shredded paper. They are excited as they explore and discover different-coloured shapes. The childminder helps children to match their shapes to templates and they discuss the colours and the letters they begin with. Older children learn to write the letters in their names.
- The childminder promotes children's language development as she speaks to them all the time. She gives instructions and explanations and helps to widen their vocabulary. The childminder supports children who speak English as an additional language. She discusses children's home languages with their parents and requests books and information. However, the childminder has not considered how to ensure that children have easy access to books or how to build story sessions into their day.
- Children are safe in the childminder's care. The childminder carries out risk assessments of her environment and when she takes children on outings. She examines her garden daily and knows what hazards could be present in parks and open spaces. The childminder supervises children well and says they must always be within her sight and hearing.
- The childminder keeps up to date with changes in early years education and procedures. She accesses training courses to improve the quality of her teaching and practice. She asks parents for their opinion on the service she provides and evaluates her provision.

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:

- find ways to promote children's enjoyment of books to help develop their early literacy skills.

Setting details

Unique reference number	EY357396
Local authority	Essex
Inspection number	10312417
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2007 and lives in Waltham Abbey, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Forbes

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 setting.
- The childminder discussed her intentions for children's learning and how she implements her early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke to a parent and read parental questionnaires and testimonials, taking account of their views.
- The inspector viewed relevant documentation, including evidence of the childminder's suitability, paediatric first-aid certificate and insurance.

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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