

# Childminder Report

## Inspection date

25 November 2015

Previous inspection date

6 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder uses innovative ways to engage all parents in their children's learning. Effective communication, daily diaries and shared learning files that she chooses to maintain help to ensure that parents are fully involved in reviewing and contributing to children's learning regularly.
- Teaching is good and children are inspired to play and learn. The childminder uses her good knowledge of children and information gained from her effective ongoing tracking to skilfully shape children's learning experiences, to support their continued progress.
- The caring and dedicated childminder provides an abundance of time for children to get to know her. Effective home visits and lengthy settling-in sessions help to ensure that secure emotional attachments are formed, helping children to feel settled and assured.
- The childminder uses effective techniques to teach children the expectations for behaviour. Her consistent and sensitive approach helps to ensure that children learn to share, take turns, respect one another and develop impeccable manners.
- The childminder has a wealth of knowledge and experience. Her continual research, regular attendance at training and meetings with other local childminders supports her in extending her good knowledge and skills. She is confident to apply her learning in practice, aspiring to raise the quality of care and learning for children.

### It is not yet outstanding because:

- On occasions, the childminder does not actively model how words are pronounced, to continually extend children's breadth of spoken vocabulary.
- The childminder does not provide enough opportunities for children to identify numerals independently.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- build on children's knowledge of how words are pronounced, to extend their speaking skills and understanding of vocabulary
- provide more opportunities for children to identify numerals independently during their everyday play, to extend their mathematical skills.

### Inspection activities

- The inspector toured the areas used for childminding.
- The inspector conducted a joint observation with the childminder during a planned activity.
- The inspector observed children during their freely-chosen activities.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector examined a range of documents. These included the policies and procedures, evidence of suitability checks, a record of the childminder's training, children's learning files and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers from comments noted on the parent feedback forms.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder's continued training and research ensures that she has a good knowledge of the procedures to take to protect a child's welfare. The childminder's home is clean and safe. Her effective risk assessments and knowledge of first aid help to ensure that children remain safe at all times. Children's progress is monitored very closely to swiftly identify and support any gaps in learning. Her timely interventions and effective work with parents and other professionals contribute to all children making consistently good progress. The experienced childminder aspires to improve and regularly reflects on her practice. She takes account of children's views, such as their preference for sand rather than mud in the outdoor kitchen and enhances her play areas in accordance with this, helping to provide high-quality care and learning.

### Quality of teaching, learning and assessment is good

The childminder strongly encourages early friendships. Older children happily show younger children how to create different sounds with creative materials and readily help them to handle tools when stirring. The good range of real-life resources that the childminder provides inspires children to develop their imagination skills and reflect on their experiences, such as their recent visit to the car wash. Children are confident to share their learning from school. The childminder's good use of questions helps children to deepen their knowledge and understanding of letters and sounds, complementing their learning from school. The childminder teaches children about their different emotions and children readily demonstrate their understanding of this through facial expressions and body language. Children are helped to develop good physical skills. Older children enjoy fitting pieces of construction together and younger children crawl freely with pleasure and confidence.

### Personal development, behaviour and welfare are good

The childminder responds to children's every need, helping to nurture their emotional well-being. Children are welcomed with open arms into this appealing home-from-home environment. The childminder takes a special interest in what children have been doing at home or school and encourages them to share this with her. Children enjoy the responsibility of carrying out tasks for themselves to develop independence. For example, children enjoy washing their own hands before cooking and begin to confidently manage their own risks when carrying bowls of ingredients unaided. Child-friendly posters and effective teaching methods help children to learn about keeping themselves safe both within the childminder's home and when on outings in the local area. Daily opportunities for exercise and healthy snacks help to promote children's good health. The childminder works together very closely with other settings that children attend. She seeks information about what they are learning and effectively complements this within her home.

### Outcomes for children are good

All children make consistently good progress in their learning and development. Effective monitoring, planning and close liaison with parents and other professionals help to ensure that children develop the key skills they need for their next stages in learning.

## Setting details

<b>Unique reference number</b>	110631
<b>Local authority</b>	Essex
<b>Inspection number</b>	874721
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 July 2010
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Colchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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