

Childminder Report



Inspection date	9 November 2016
Previous inspection date	2 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 has taken effective steps to address the actions set at the last inspection. For example, she has improved how she encourages parents to remain involved in their children's learning.
- The childminder is well qualified and enthusiastic about continuous improvement. She organises her setting well and seeks the views of her assistant and parents. This supports the identification of the childminder's strengths and areas for development.
- The childminder knows the children well. She takes into account their learning needs when planning for their next steps. Activities are interesting and motivate children to play, learn and make good progress.
- The childminder sets clear, age-appropriate boundaries for the children and gently reminds children of these throughout the day. Children develop good manners and behave well. They respond positively to the childminder's high expectations.
- The childminder builds strong partnerships with parents. She keeps them informed about their children's day and learning. Information is shared daily, through both verbal communication and written records.

It is not yet outstanding because:

- Children are not able to readily access toys and resources as part of being active learners who make independent choices about their play.
- The childminder has not fully explored all ways to support children's understanding of each other's similarities and differences, and people beyond their own experiences.

What the setting needs to do to improve further

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

- build on opportunities that children have to explore, select and use toys and resources independently
- provide children with more opportunities to develop an understanding and appreciation of similarities and differences between themselves and others, and among families, communities and traditions.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and her assistant and the childminder's self-evaluation form.
- The inspector took account of responses in written parental questionnaires.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to providing a good quality care and learning experience for children. She has actively sought the support of other professionals, such as other childminders and staff from the local authority. She monitors the work of her assistant through regular one-to-one supervision. Training needs are identified and professional development is supported. The childminder and her assistant work together to review the quality of teaching and learning, ensuring that activities reflect children's interests and provide them with sufficient challenge. Safeguarding is effective. Both the childminder and her assistant have completed training in child protection and know how to report concerns. The childminder demonstrates strong partnerships with the local primary school. She effectively shares information. This supports children's transitions to school and helps to ensure that their individual needs are identified and met.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of the age group she is working with. She checks children's progress and knows where they are in their development. The quality of interaction between the childminder and the children is good. She is actively engaged in their play responds well to younger children's changing interests and short concentration spans. Children enjoy exploring texture and media and the childminder supports this well. For example, they make feeders for the birds in the garden using fat, seeds and fir cones they discovered on a recent walk. The childminder gives high priority to supporting children's speech and communication skills. She engages children skilfully, introducing new vocabulary and modelling taking turns in conversation.

Personal development, behaviour and welfare are good

The childminding premises is welcoming. The childminder supports children effectively as they move from home to her setting. Settling-in procedures are tailored to children's individual needs, helping them to develop secure emotional attachments. Established routines for feeding and sleeping are continued, promoting continuity of care and fostering a good sense of belonging. Children build close emotional bonds with the childminder. They respond well to her kind and consistent care and readily invite her to share their play. The childminder supports children's good behaviour well, placing meaningful praise on individual efforts. Children have daily opportunities for exercise and fresh air. They walk to school and back each day and learn about road safety. Children manage their own personal hygiene relative to their age and ability, as part of learning about the importance of a healthy lifestyle.

Outcomes for children are good

The childminder chooses to keep records which demonstrate that children make good progress from their starting points. They develop a good foundation for future learning, such as moving on to school. Children enjoy the activities provided by the childminder and readily express their thoughts and opinions. They readily count in play situations and develop a deep interest in books and reading. The childminder shares stories with children and shows them how to handle books carefully.

Setting details

Unique reference number	EY461692
Local authority	Essex
Inspection number	1043369
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	2 October 2013
Telephone number	

The childminder was registered in 2013. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She works with an assistant.

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