

Inspection date	29 January 2015
Previous inspection date	3 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good and children are active and inquisitive learners who are making good progress in their learning. They engage in a wide range of positive learning experiences, both in and out of the childminder's home, which she plans effectively to reflect their interests and promote their good progress.
- The childminder is perceptive to the needs of children. She listens and is attuned to their verbal and non-verbal communication. Consequently, their needs are understood and their well-being is effectively promoted, enabling them to build secure attachments to the childminder.
- The childminder pays good attention to monitoring the quality of her service and making improvements to this. She is committed to continuing her professional development through further training. All actions and recommendations from the previous inspection have been met. This has resulted in good outcomes for all children.
- Children settle well in the setting and respond positively to the childminder's caring approach. As a result, they develop trusting bonds with her and enjoy the time they spend away from their parents.

It is not yet outstanding because:

- The childminder does not yet obtain more precise information from parents about children's learning and development abilities, to gain a deeper understanding of what children already know and can do when they first start in her care.
- Children do not have a wide variety of opportunities to see printed text in the environment, to help them understand that information can be conveyed in different ways.

What the setting needs to do to improve further

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

- strengthen the arrangements for obtaining even more information from new parents, to enhance understanding about children's precise starting points in each area of learning
- incorporate opportunities for children to see print in the environment, for example, by displaying names and signs in context.

Inspection activities

- The inspector observed children playing in the downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, evidence of suitability of the childminder and household members, the childminder's self-evaluation details and a range of other documentation, including safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Tina Mason

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder is confident in her teaching and provides children with a broad range of activities across the seven areas of learning, linked to their interests. For example, she observes that one child loves books and uses this to develop their emerging language skills. Children are encouraged to name popular characters in their favourite book about a bear hunt, repeating the familiar words with glee. The children are confident to contribute and are sensitively supported to continually extend their learning. Consequently, they are well prepared for school when the time comes. The use of labelling indoors, to show that print has meaning, is not very well planned for. This means that children are not supported fully in learning how words can be used in different contexts. The childminder obtains general information about children's care when they first start from their parents, to establish an understanding about their individual needs. This information does not always include detail about children's specific learning and developmental milestones to enhance planning.

The contribution of the early years provision to the well-being of children is good

The childminder gives good attention to supporting children's transitions into the setting. They settle quickly and look forward to the time they spend with her. The childminder gives good attention to ensuring children are kept healthy. For example, she makes sure children wash their hands before eating and after using the toilet. This support and guidance means that children develop confidence in their self-care and follow good hygiene routines. The outdoor environment is very well planned. Children learn about the natural world and similarities and differences in relation to living things as they take part in activities at the childminder's allotment. This also has a positive impact on their physical development. Children learn to behave well because the childminder provides secure boundaries for them. The childminder gives good attention to promoting children's understanding of safety. She involves them in the evacuation procedures for the home on a regular basis, so they know what to do in the event of a fire or an emergency.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of child protection issues. For example, she is aware of the potential signs of abuse and neglect. In addition, through training, she knows which agencies she must involve if she has any concerns about the welfare of children. The childminder ensures that all adults in the household are vetted. Through the use of risk assessments, the childminder manages her service effectively and ensures her home is a safe and secure environment for children to play and learn. The childminder carries out regular observations and assessments of children's learning and shares these with parents. Parents' comments about the service are very positive. They state they are very happy with the care their children receive. The childminder also understands the value of close partnership working with other agencies, such as early years settings, to support and complement children's care and learning.

Setting details

Unique reference number	119400
Local authority	Southend on Sea
Inspection number	870945
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	3 June 2009
Telephone number	

The childminder was registered in 2000. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays agreed in advance.

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