

<b>Inspection date</b>	10 February 2015
Previous inspection date	27 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder's home is welcoming and a hive of activity. There is a good sense of fun and children enjoy a warm relationship with the childminder. Children show they are settled and they are familiar with the routines in place. They communicate confidently with the childminder and they are able to make their needs known.
- The childminder provides a varied range of interesting play experiences which ignite children's curiosity. Children make choices as they decide what they want to play with. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own learning.
- The childminder establishes positive relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- The childminder has a good knowledge and understanding of safeguarding policies and procedures, and is aware of her responsibilities in this respect. Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare.

### It is not yet outstanding because:

- Partnerships with other settings are not fully extended to share children's learning more extensively, to ensure they make the best possible progress.
- Opportunities for continuous professional development to underpin the already good knowledge and teaching of the childminder are not maximised.

## What the setting needs to do to improve further

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

- extend the arrangements for sharing information with other settings about children's learning and development to ensure that they receive a consistent approach to their learning
- continue to target professional development opportunities to further enhance the already good knowledge and teaching.

### Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the provider's hard copy self-evaluation form.

### Inspector

Clair Stockings

## Inspection findings

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

The childminder effectively promotes children's language development through her supportive interactions during play activities and through her intuitive use of open-ended questioning. She communicates and engages with them enthusiastically as they play. She talks to them about what they are doing, giving time for them to respond. The childminder shows children how to pronounce some words by responding and repeating what they say in the correct way. For example, she engages children in conversation, as they use construction blocks to build a tower together. The childminder extends children's mathematical learning by encouraging them to count during everyday routines. As a result, children develop skills they require for their next stage in learning. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments ensures children's learning is supported at home.

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

Children are happy and settled in this warm and caring family environment. The childminder is a good role model through being happy, calm and kind towards children. She manages behaviour positively through using praise and encouragement, and is consistent in her approach. As a result, children's behaviour is good. She takes time to give each child individual attention, so that they feel they are special and valued. Consequently, the childminder effectively supports children's emotional readiness for future learning. The childminder promotes children's awareness of personal safety and risks well. This is because she offers timely safety guidance, such as not climbing on the furniture. These gentle reminders teach children to manage their own safety.

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

The childminder successfully monitors the educational programmes to ensure that children make good progress. She has an effective knowledge and understanding of the learning requirements of the Early Years Foundation Stage. She updates her knowledge through personal research and active participation in a local cluster group of other childminders. The childminder has identified that there is room to enhance her knowledge and support of children's progress further by attending appropriate training courses. Through self-evaluation, she takes into account the views of children and their parents and uses this to reflect on the quality of her provision. This enables her to identify areas for development and plan for changes and improvements. The childminder is aware of the benefits of sharing information with other early years providers in order to provide continuity of learning for children. She exchanges information with the other settings that children attend to share good practice. However, there is scope to enhance these partnerships further in order to provide children with further continuity in their learning to ensure a more consistent approach.

## Setting details

<b>Unique reference number</b>	EY355743
<b>Local authority</b>	Essex
<b>Inspection number</b>	820911
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 October 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Loughton. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate  
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