

Inspection date	3 March 2015
Previous inspection date	21 January 2010

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

- The childminder uses strong teaching techniques. She offers children a wide range of structured activities and play opportunities. These support them in making good progress in their learning.
- The childminder builds good partnerships with parents. She talks with them about activities and successfully supports them in extending their children's learning at home.
- Children have trusting and affectionate relationships with the childminder. They demonstrate that they are happy in her care as they easily approach her for support and enjoy her relaxed manner. Consequently, they play confidently, enjoy their learning and make good progress in their development.
- The childminder has a good knowledge and understanding of safeguarding policies and procedures and she 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.
- The childminder is committed to developing her practice. She attends training and continuously reviews her work. This has a positive effect on children as she promotes their care and learning in a safe, well-organised environment.
- 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.

It is not yet outstanding because:

- Partnerships with some other settings are not fully explored to share children's learning more extensively and offer more consistency in making the best possible progress.

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 promote a more consistent approach to their learning.

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 hardcopy 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 provides a welcoming environment where children demonstrate they feel happy and enjoy being with her. She knows the children very well and talks in detail about their strengths and areas for further development. Children receive good attention, have fun and are making good progress. Accurate observations show how children are developing consistently in their expected development bands and are acquiring skills for their next steps in learning. The childminder uses the nearby amenities to offer children experiences in a number of different environments. For example, she visits the local shops and a forest with the children to provide stimulating play experiences, which helps them to make good progress in their learning and development. These visits make learning fun for the children and enables them to learn about the wider world. As a result, the childminder supports children's development well and provides a solid base for future progress and learning experiences as they move onto their next stage in learning.

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

Children are happy and settled in the 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 she 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 reminders, for example, not to climb 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 accessing a range of relevant training courses to enhance her practice and improve outcomes for children. For example, she further supports children's communication skills through a range of strategies learnt on a recent early literacy training course. In addition, the childminder actively participates in a local cluster group of other childminders, sharing ideas and good practice. 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 some of the other settings that children attend to share good practice. She has not yet explored ways of strengthening these partnerships, particularly when other providers are less forthcoming in response to her approach.

Setting details

Unique reference number	EY395546
Local authority	Essex
Inspection number	859711
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	21 January 2010
Telephone number	

The childminder was registered in 2009 and lives in Basildon. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

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