

Childminder Report

Inspection date

21 May 2015

Previous inspection date

28 September 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

- Children learn through a varied programme of experiences, both inside and outside, to promote all areas of learning for all children.
- Children develop positive communication skills because the childminder uses effective questioning to extend their thinking, books to enhance their understanding and gestures and expressions to help children to communicate their needs.
- Children's independence and confidence is supported well. The childminder provides a safe and secure environment that enhances the close bonds that children have with her.
- The childminder shows a true commitment to ongoing training and further developing her service to support children and their families. Her qualifications positively impacts on children's ongoing learning and care.
- The partnership with parents is strong. The childminder works closely with parents to provide a consistent care and learning programme between home and the setting.
- Children's social interaction with other children and adults is promoted well to support their understanding of appropriate behaviour towards each other and the development of friendships amongst their peers.

It is not yet outstanding because:

- Some children's emotional well-being is not as fully promoted as others, due to the childminder not providing the same level of support when children move to schools that she is not familiar with.
- The childminder does not always extend the levels of communication with other settings that children attend, whom she is not familiar with, to fully promote continuous approaches to children's learning.

What the setting needs to do to improve further

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

- extend the already existing support for children to emotionally prepare them for their move to their next place of learning or school, especially when children are moving to a school that the childminder is not familiar with
- enhance the existing partnerships with other settings to provide continuity for all children, especially those who attend other settings that the childminder does not visit.

Inspection activities

- The inspector observed the childminder and the children in both the indoor and outdoor environments.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents through written feedback and comments.
- The inspector looked at children's records, planning documentation and a range of other documentation, including evidence of suitability checks for the childminder and her family.

Inspector

Claire Parnell

Inspection findings

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

Children are making good progress in all areas of learning. This is because the childminder provides activities, experiences and resources to promote individual children's progress. She knows children well and uses their interests to extend their learning. The childminder provides a good balance of child-initiated and adult-led play through purposeful experiences. She cleverly changes the level of learning according to each child's understanding and ability. When blowing up balloons outside, younger children develop their physical skills by kicking and patting the balloons, whereas older children learn about cause and effect. They think about what happens to the balloon when the wind blows. Children's development is carefully observed, planned for and reviewed through an effective assessment programme. Parents share and gain regular information about their children's learning to promote continuous strategies for their ongoing development. However, this is not always extended to all other settings that children attend.

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

Children's physical well-being is promoted well. Children play outside everyday. Their physical skills are continuously enhanced with open spaces and equipment. Children learn how to keep themselves safe. For example, young children sit down when moving from the decking to the grass rather than stepping off. Children have a clear understanding of appropriate hygiene procedures, such as washing their hands before snack time and after garden play. Children's individual routines are carefully considered, especially when they request rest and sleep. The childminder provides good levels of emotional support, most of the time, for children moving on to their next stage of learning, such as school. She encourages children to get to know the school environment and talks to children about school routines. However, some children do not receive the same level of support when they are going to a school that she is not familiar with. Therefore, some children's emotional well-being is not as well promoted as others.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Children are safeguarded well. The childminder has a robust knowledge of how to promote children's safety. She carries out thorough risk assessments to provide a safe and secure play environment. She has up-to-date knowledge of what to do if she has a concern about a child in her care as she has attended regular training. All documentation is recorded appropriately and kept confidential to promote children's ongoing welfare. The childminder has a professional approach to assessing the effectiveness of her service. She gains feedback from parents and changes her service according to their needs. She identifies her strengths and areas to improve and endeavours to attend training or gain information to continuously improve her skills and knowledge. Therefore, providing a service to promote the individual needs of each child.

Setting details

Unique reference number	EY388096
Local authority	Essex
Inspection number	859084
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	28 September 2009
Telephone number	

The childminder was registered in 2009 and lives in Benfleet, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a childcare qualification to level 3.

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