

Childminder Report

Inspection date

3 June 2015

Previous inspection date

25 August 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

- The childminder takes time to get to know children and gives them lots of attention. As a result, children develop strong emotional attachments with the childminder and feel secure.
- The childminder promotes children's independence skills well throughout daily routines, such as encouraging children to put on their shoes.
- The childminder establishes good links other local childminders; this provides opportunities to develop children's social skills while engaging with other children.
- The childminder attends regular training in order to improve the quality of teaching practices; therefore children make good progress in their learning.
- The childminder implements effective systems for monitoring the quality of her provision. She uses the process of self-evaluation well to effectively identify areas of strength and further development to drive forward improvement.

It is not yet outstanding because:

- The childminder does not always encourage children to use technology-based resources independently to strengthen their learning further.
- Although the childminder provides stimulating activities, she does not encourage children to explore and investigate fully during play to find things out for themselves.

What the setting needs to do to improve further

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

- provide a broader range of resources to help children learn about technology and support their learning further
- increase opportunities for children to explore and investigate activities to develop their own ideas.

Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection about her practice and the systems she uses for observation, assessment and planning.
- The inspector observed the childminder and children taking part in activities in the home and garden.
- The inspector sampled documents the childminder uses to support her practices, including relevant policies, consent forms, daily registers and children's development records.
- The inspector gathered parents' views by reviewing documents made available during the inspection.

Inspector

Natasha Blackwell

Inspection findings

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

The childminder's home is welcoming and very inviting to children, as she ensures that toys and resources are easily accessible. The childminder plans local trips for children so they have opportunities to develop their social skills in preparation for their next stage of learning. The childminder completes regular observations that show children are making good progress in all areas of learning. The childminder provides children with a running commentary on what they are doing to support their communication skills further. The childminder's quality of teaching is good as she is able to adapt activities to include children of different ages and provide challenges to help them progress to their next stage of learning. For example, children are able to sort objects into colour and follow patterns to extend their mathematical understanding.

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

Children are happy and confident in their environment. The childminder gathers relevant information from parents about children's individual needs and starting points at entry. As a result, the childminder effectively uses this information to ensure children make good progress in their personal, social and emotional skills. She promotes children's growing awareness of healthy lifestyles through daily routines, such as hand washing, and provides children with healthy and nutritious meals and snacks. Children behave well and show good self-control during activities as they remain focused and are willing to have a go. For example, children explore by putting paint on their hands and describe how this feels. The childminder plans trips within the local community, such as to parks, to develop children's physical health and sharpen their skills in using large-scale equipment.

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

The childminder completes daily risk assessments to ensure children are able to play safely in her premises. She has a good knowledge of safeguarding practices, including any signs that would give her cause for concern. She provides daily feedback to parents and shares children's assessments, thus inviting their comments on their children's progress. The childminder is committed to improving the quality of the provision and her professional development. For example, she has completed further training to extend her skills and knowledge on observing children's development. The childminder encourages parents to share experiences from home to further extend children's learning. She knows how to develop positive partnerships with parents to promote continuity in meeting children's learning and care needs.

Setting details

Unique reference number	EY382546
Local authority	Essex
Inspection number	829790
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	25 August 2009
Telephone number	

The childminder registered in 2009. She lives in Chigwell, in the London Borough of Epping. The childminder provides childcare from 7.30am to 5.30pm during term time only.

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Piccadilly Gate
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