

# Childminder Report

**Inspection date**

7 July 2015

Previous inspection date

10 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The childminder provides children with a wealth of interesting and exciting learning opportunities. The quality of her teaching, observations, assessments and planning is superb. As a result, all children are making rapid progress. She cleverly adapts her teaching so each activity is tailored to the next steps in learning for every child.
- The childminder ensures that children are well prepared for their future learning in school. She plans stimulating activities that help children to develop and extend their speaking and listening skills as well as their counting and number recognition skills.
- The partnerships with parents are superb. The childminder and all parents work very closely together. They frequently share children's new achievements, discuss changes to routines and agree on new things to work on together. This means the childminder consistently meets children's changing needs and they feel secure.
- Children lead very healthy and active lifestyles with the childminder. She expertly plans for and uses the outside as an extension to the indoor learning. Therefore, children are able to learn in the fresh air and in the place that best suits their preference.
- The childminder demonstrates highly effective and inspirational leadership of her successful childminding practice. She consistently strives to improve and enhance the experience for children with innovative and enjoyable activities and challenges.
- The childminder monitors the work of her assistant closely and provides excellent coaching and mentoring to enable her to develop her skills further. This means the quality of teaching remains consistently high.

## What the setting needs to do to improve further

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

- sustain the higher level of training and the continuous professional development, in order to ensure the very highest quality of provision for children.

## Inspection activities

- The inspector observed activities in the sitting room, playroom and garden. She reflected on children's learning with the childminder.
- The inspector had conversations with the childminder, the childminder's assistant and children at appropriate times during the inspection.
- The inspector looked at documentation relating to the day-to-day organisation of the childminding service, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection and from letters provided by the childminder on their behalf.
- The inspector checked the evidence of the suitability and qualifications of the childminder and the childminder's assistant and other household members aged over 16 years.

## Inspector

Alison Reeves

## Inspection findings

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

The childminder is well qualified and has an excellent understanding of the learning and development requirements. She expertly supports children in their writing, providing them with many chances to use it in their play. They are all eager to have a go at the activities the childminder provides. Children and the childminder use a bag of props to help them to choose what to sing. Each item in the bag relates to a favourite song. This means that every child can make their choice known to others. The childminder is highly creative and helps children to use toys in different ways. This means they are quickly developing their own ways to investigate and to try new things. Children practise their hand control as, for example, they carefully place bangles on the branches of a mug holder. Children investigate the colours, patterns and textures of the bangles, holding them up to the light to make them sparkle. Children's curiosity leads them to find out if the bangles will roll along the ground and they compete to see which can go the furthest. The childminder shares storybooks with the children. She involves them superbly, using her expressive voice and gentle questioning to foster their love of reading.

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

Children behave extremely well. The childminder teaches them to use good manners. The children know and use these in their everyday conversations, saying please and thank you to everyone. They understand what food does for their bodies. At lunchtime they talk about how fish pate helps their brains and their bones. They go on to talk about using the climbing equipment. The childminder cleverly uses the conversation to help children share their knowledge and to extend their thinking. Children know how to keep themselves safe. This is because the childminder expertly uses opportunities in their play to talk about and explore safety. Children quickly learn how to assess risks and consider the safest way to do things. The childminder praises children frequently, making sure they know the reason why. She tells them when she will be putting things in the learning journey books. This makes them feel extremely proud and builds their confidence very effectively.

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

The childminder's thorough knowledge and understanding of the Early Years Foundation Stage ensures children's safety, well-being and educational attainment. Her very professional approach to all aspects of her work means she consistently achieves the goals she sets for herself. The childminder acknowledges the importance of continued training to maintain the quality of teaching and for developing the opportunities for children's learning. For example, her training on recruitment means she ensures that anyone working with her is thoroughly checked before they begin. Once this is established, she ensures they have a comprehensive understanding of safeguarding, in order to protect children. The childminder has successful working partnerships with other providers of the Early Years Foundation Stage that children attend. This offers continuity in learning for children and secures their rapid progress towards the early learning goals.

## Setting details

<b>Unique reference number</b>	EY359938
<b>Local authority</b>	Essex
<b>Inspection number</b>	849598
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 March 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Basildon. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a formal childcare qualification at level 5. The childminder sometimes works with an assistant and is a member of her local accredited network. She provides funded early education places for two-, three- and four-year-old children.

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