

Childminder Report

Inspection date

23 July 2015

Previous inspection date

28 September 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 has a good knowledge of how children learn. She uses their interests in particular subjects to encourage them to be inquisitive about the world around them and discover and learn new things.
- The childminder provides a warm, welcoming and family-orientated environment for the children. They form strong attachments to the childminder, her family and each other. Children show that they are happy and feel safe and secure in her company.
- The childminder has a good knowledge of child protection procedures. She can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. All adults who live on the premises have had the relevant checks to assess their suitability.
- The childminder establishes effective partnerships with the other early years settings and schools which children attend. She regularly shares information about children's progress and planning with the providers. Children experience a good level of consistency in their learning and make good progress.
- The childminder evaluates her practice well. She obtains the views of parents, children and other professionals to support her to plan challenging but achievable targets for improvement. The childminder regularly updates her knowledge through training and discussions with other childminders.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to further extend children's language development.
- The childminder does not always offer sufficient detailed information to parents to fully involve them in all aspects of children's learning at the setting and at home.

What the setting needs to do to improve further

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

- provide children with more opportunities to extend their language skills and confidence in communicating with others
- involve parents more actively in the planning for their children's future learning, increasing the opportunities for them to make their own contributions to this at the setting and at home.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments where children play and viewed all areas of the home used for childminding purposes.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed a focused activity and evaluated the quality of teaching with the childminder.
- The inspector took account of the views of parents in written testimonials.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures and evidence of the suitability of the childminder and other household members.

Inspector

Daniella Tyler

Inspection findings

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

The childminder gets to know the children well through regular observations of their play. She uses information from these to make accurate assessments of their capabilities and plans challenging and enjoyable experiences for the children. These are tailored to their individual needs and interests. The childminder provides a wide range of activities to help promote children's literacy skills and help them develop key skills ready for school. Children develop their imagination and creative skills as they access a wide range of craft resources independently, and through activities led by the childminder. However, sometimes the childminder does not make the most of opportunities to extend children's language skills further in these activities. For example, when making a cardboard ladybird she asks the children questions about what they are doing. However, she overlooks opportunities to support children to connect their ideas, use more complex sentences and gain more confidence in communicating with others.

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

The childminder obtains information from parents about children's likes, dislikes and care needs when they first start. She uses this information to support continuity of care and to ensure that children experience a smooth move from home to her setting. Children develop good social skills as they work together in activities and use good manners, such as saying please and thank you. They have a wide range of opportunities to take part in physical exercise. They skilfully use skipping ropes, balance beams, ride-on toys and climbing frames in the garden. Children walk to school regularly and enjoy trips out to the local forest and butterfly centre. They are well behaved as the childminder sets clear boundaries and expectations. She regularly praises the children for their achievements, supporting their confidence and self-esteem. The childminder encourages children to develop an awareness of their own safety. They talk about road safety when walking to school and are reminded how to safely use scissors.

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

The childminder maintains mandatory training to promote a good quality of care and learning. She has a good understanding of the Early Years Foundation Stage requirements and implements them well. The childminder ensures that children are kept safe through her regular risk assessments and thorough safety checks, and attends regular training on child protection. She monitors children's progress well and identifies areas where they may need more support to continue to make good progress. Parents typically comment that they are very happy with the care and education the childminder provides. The childminder regularly shares children's progress with parents. However, she does not always involve them in the more precise planning for children's future learning and they are not always aware of the best ways in which they can support their children's learning at the setting and at home.

Setting details

Unique reference number	128144
Local authority	Essex
Inspection number	874805
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	28 September 2010
Telephone number	

The childminder was registered in 1993 and lives in South Woodham Ferrers, Essex. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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