

Childminder Report

Inspection date

25 August 2015

Previous inspection date

21 June 2012

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		Outstanding	1
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 provides exciting and stimulating activities that are tailored to the individual needs and interests of the children. As a result, all children make good progress in their learning.
- The childminder and her assistants form exceptional caring bonds with children. They demonstrate a heart-warming respect and love for children which they reciprocate eagerly.
- Children's imagination is supported well. They are provided with a wide range of opportunities to develop their own ideas in activities, such as in pretend play and when reading stories.
- The childminder has very high expectations of children's behaviour. She sets clear, age-appropriate boundaries that the children follow extremely well. Children develop high levels of self-control in activities and are able to negotiate the use of toys with other children very well.
- The childminder evaluates the practice often through a wide range of strategies and sets challenging but achievable targets for improvement. She has a secure understanding of her role in implementing the Early Years Foundation Stage requirements.

It is not yet outstanding because:

- The childminder has not fully explored opportunities to encourage all parents to be actively involved in their children's learning at the setting and at home.
- The childminder's professional development plans for herself and her assistants are not targeted precisely enough to achieve and maintain an even higher quality of teaching.

What the setting needs to do to improve further

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

- strengthen partnerships with parents so that they are all fully involved in their children's learning at the setting and at home
- focus even more precisely on professional development plans so they are more targeted in developing practice to the highest level.

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, one of her assistants 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 and questionnaires.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures, risk assessments and evidence of the suitability of the childminder, her assistants and 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 and assessments of their capabilities. She uses this to plan challenging activities that are based around the children's interests and needs so they are excited about learning. As a result, all children make good progress in their development. The childminder supports children's literacy skills well. She provides many opportunities for children to access fiction and non-fiction books, both indoors and outside. Children are encouraged to look at signs and labels displayed in the environment to help them develop skills, such as recognising and writing letters. Children are well prepared for the next stage in their learning including the move to school. Partnerships with parents are positive and the childminder regularly updates them on their children's progress. However, she does not consistently encourage all parents to contribute what they know their children are learning at home to further support children's learning at her setting.

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

Children experience a very smooth move from their home to the childminder's setting. She invites parents to go to the same toddler groups she attends and she also visits the children in their homes. This contributes to ensuring that their emotional well-being is fully supported. The childminder provides an exciting and extremely well-resourced environment that enables children to access resources easily and make their own choices in their play. Children's safety is paramount to the childminder and her assistants. They supervise children exceptionally well and ensure ratios are always adhered to, enabling the children to take reasonable risks in a safe environment. The childminder manages children's health and medical needs excellently. She continually monitors children's allergies and dietary requirements, liaising with health professionals and attending regular training for administering any specialist medication that may be required. Children have a wealth of opportunities for physical exercise and fresh air.

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

The childminder keeps children very safe. She can identify the possible indicators of abuse and knows the appropriate action to take if she or her assistants have concerns about a child or an adult at the setting. Assistants are provided with training and the childminder monitors their practice regularly. However, professional development plans are not sharply focused enough to achieve and maintain an even higher quality of teaching. The childminder and her assistants all hold a current paediatric first-aid certificate so children are protected in the event of minor accidents and injuries. The well-qualified and experienced childminder forms successful partnerships with the local schools, pre-schools and childminders. She shares information about children's development so that they experience a good level of consistency in their learning. The childminder regularly oversees children's progress in order to identify areas of learning where they need more support or where practice needs to be adapted to meet the children's needs.

Setting details

Unique reference number	EY421386
Local authority	Southend on Sea
Inspection number	1023722
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	18
Number of children on roll	18
Name of provider	
Date of previous inspection	21 June 2012
Telephone number	

The childminder was registered in 2011 and lives in Shoeburyness, Essex. She operates for 48 weeks a year from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 6 and has Qualified Teacher Status. The childminder works with two assistants.

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