

Childminder Report

Inspection date	8 September 2015
Previous inspection date	13 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder's assessments of children's progress are accurate and include all those involved in the children's learning. She uses this information to plan activities that are tailored to the children's individual needs and interests. As a result, all children make good progress in their learning.
- The childminder supports children's communication and language skills well. She assesses their language development regularly. The childminder uses a wide range of strategies, such as modelling good language. She encourages children to learn new words and supports them to speak in more complex sentences.
- The childminder has high expectations of children's behaviour. She sets clear and appropriate boundaries and gently reminds the children of these throughout the day. The childminder encourages the children to recognise the effects their actions can have on others and to build good social skills with their peers.
- The childminder is committed to continually improving her knowledge and skills. She attends regular training and regularly meets with other early years providers. This enables her to share ideas about good practice and to keep up to date with current guidance and legislation.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to further develop children's critical-thinking and problem-solving skills.
- The childminder's planning for the outdoor activities does not always offer a sufficiently wide range of opportunities for children who prefer to learn in the outside environment.

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 think about the answers to questions and to solve problems for themselves
- enhance the planning for the outdoor area so that a wider range of learning opportunities are offered for those children who prefer to learn outside.

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 observed a focused activity and evaluated the quality of teaching with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures and risk assessments.
- The inspector checked evidence of the qualifications of the childminder, her suitability and the suitability of other household members.
- The inspector took account of the views of parents in written testimonials and questionnaires.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified childminder has a good knowledge of the Early Years Foundation Stage requirements and implements them well. The arrangements for safeguarding are effective. The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. In addition, her regular checks of the environment promote children's safety. The childminder's evaluation of her practice is accurate. She takes account of parents', children's and other professional's views and sets challenging but achievable targets for improvement. The childminder monitors children's progress well. She identifies any emerging gaps in children's learning so she can provide the appropriate support in a timely way.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn. She regularly observes children in their play so she gets to know their capabilities well. As a result, she plans exciting and stimulating activities that are matched to their individual learning needs. The childminder supports children's mathematical development well. She incorporates numbers into activities and encourages children to recognise colours and shapes in the environment. The childminder engages children in positive interactions and supports their concentration skills well. However, she sometimes focuses on the outcome of the activity rather than the process. She occasionally jumps in too quickly to answer questions, instead of supporting the children to solve problems for themselves. Partnerships with parents are successful. The childminder updates parents regularly on their children's progress. She includes their views in assessments and encourages parents to continue supporting learning at home.

Personal development, behaviour and welfare are good

Children have many opportunities for fresh air and physical exercise. They regularly take part in parachute games, walks to school and dancing. Children develop an awareness of their own safety as they are reminded of safe ways to use resources. Children settle well in the childminder's home. The childminder obtains a wide range of information from parents about the children before they start so she can provide an environment they are familiar with. Children form warm, caring bonds with the childminder and each other. The childminder creates a warm and welcoming family orientated environment where the children are happy and confident. However, her planning for the outdoors does not always provide a wide range of learning opportunities to fully support children who prefer to learn outdoors.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including the move on to school. They attend to their own self-care needs and develop good social skills relevant to their age and stage of development. All children make good progress given their starting points and capabilities.

Setting details

Unique reference number	EY317375
Local authority	Essex
Inspection number	862259
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	13 December 2010
Telephone number	

The childminder was registered in 2005 and lives in Basildon, Essex. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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