

# Childminder Report

**Inspection date**

29 September 2015

Previous inspection date

13 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- A well-established programme of professional development is in place. The childminder regularly reads online articles and holds professional discussions with other providers to evaluate her practice. This strengthens her ability to support children's ongoing progress.
- Effective teaching practices ensure that children learn skills needed to prepare them for their next stage in learning. The childminder knows the children in her care well. She provides children with a range of learning experiences that foster their interests and raise challenges.
- The childminder has a good understanding of how children learn and develop. She is committed to ensuring that all children have opportunities to achieve their best potential and enjoy themselves in her care.
- The childminder offers children clear guidance when minor disagreements occur. She uses appropriate strategies to allow children to think about their actions and consider how to put them right.

### It is not yet outstanding because:

- The childminder does not consistently encourage some parents to share information about their child's learning at home, in order to help her support children's learning more effectively.
- The childminder does not always fully support all children's independent learning. She does not consider how some children can physically reach and explore items of interest.

## What the setting needs to do to improve further

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

- explore further ways to encourage more parents to share ongoing information about what their children like and achieve at home
- extend the support for all children's independent learning as they seek to explore and investigate resources and items of interest.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's records, planning information and a range of documentation, including policies and procedures.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.
- The inspector took account of the views of parents from written references.

### Inspector

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified and experienced childminder has a good awareness of her role and responsibility to teach and keep children safe. Self-evaluation practices are in place and are effective. The childminder seeks the views of parents and other professionals to evaluate her provision. She is able to identify areas of strengths and those that she wishes to develop, such as enhancing the exchange of information with parents. The arrangements for safeguarding are effective. A clear and detailed policy is in place which supports her practice. The childminder demonstrates a secure understanding of the procedures to follow should she have a concern about a child in her care. The childminder regularly reviews the ongoing progress made by children.

### Quality of teaching, learning and assessment is good

Children select items of interest from a wide range of quality toys and resources which motivate them to learn more. They talk excitedly to visitors about their involvement in making ice and notice the changes made to the water. The childminder extends children's mathematical language and understanding of concepts, such as big and small. Children concentrate well as they put puzzles together. They enjoy using their senses to explore foam, delighting as they clap and watch intently as the foam floats into the air. Toddlers notice and explore marks that are left on the floor from their shoes and make their own patterns. The childminder uses a range of processes to update parents of the child's ongoing progress. However, arrangements to encourage all parents to become involved in their child's learning and development are not always successful. She does not always have up-to-date information to consider when planning activities to extend their learning even further.

### Personal development, behaviour and welfare are good

Children establish meaningful relationships with the caring childminder. Younger children seek out the childminder for comfort and support when they feel anxious or tired. Children take part in daily routines, such as helping to set out bowls for snack, and receive praise for their efforts. However, the childminder does not always fully support children's self-initiated learning. During planned group activities some children are not always able to reach and fully explore items of interest unless the childminder passes these to them. Children enjoy being physically active. They take turns to bounce on trampolines, run to catch one another and ride on push-along toys. The childminder uses a wide range of local amenities to support children's learning and interests. Children learn about road safety as they frequently go on outings with the childminder. They visit the woods where they also learn how to enjoy the natural environment safely.

### Outcomes for children are good

All children make consistently good progress in their learning and development. Young children learn to be independent and are prepared well for their next stage in learning, such as school. Their literacy skills are developing well. They enjoy making marks and giving meaning to them, laying the foundations for early writing skills.

## Setting details

<b>Unique reference number</b>	EY341944
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	862932
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 January 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Leigh-on-Sea, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for three- and four-year-old children.

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Piccadilly Gate  
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Manchester  
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