

# Childminder Report

**Inspection date**

9 October 2015

Previous inspection date

2 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The childminder monitors all aspects of her practice exceptionally well. She pays extremely close attention to her ongoing professional development, which she tailors exceptionally well around the learning needs of each child. This helps them to strengthen existing skills and build new learning in readiness for future moves on to school.
- There are very effective systems for the supervision and performance management of staff. The childminder takes time to monitor the interactions her assistants have with children. This means that she can assess how they are working to support and extend learning based on the needs of each child.
- The childminder very clearly identifies children's starting points. This enables her to identify any progress that falls below expectation. The childminder then plans imaginative and challenging experiences to ensure that the gaps in learning are closed or narrowed as quickly as possible.
- Children's behaviour is exemplary as a result of the childminder's high expectations and consistent interaction. This effectively promotes their confidence and positive well-being.
- The partnerships with parents are exceptionally purposeful. Parents are warmly encouraged to be actively involved in their children's learning. The regular sharing of information about children's ongoing achievements enables parents to build and extend learning at home.
- Children have daily access to a wide range of high-quality and well-planned activities. They engage exceptionally well in play both inside and outside. Children develop extremely positive attitudes towards their learning, which helps them to make excellent progress towards the early learning goals.

## What the setting needs to do to improve further

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

- strengthen the targeted programme of professional development for staff to continually improve their first-rate understanding and practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, including the childminder's self-evaluation and evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback from parents.

### Inspector

Lynn Clements

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. The childminder makes the most of safeguarding and child protection training to ensure that her practice is sharply focused on protecting children from harm. An excellent range of pertinent monitoring systems enables the childminder and her staff to remain precisely accountable for all areas of daily practice. However, there is scope for the childminder to further promote the professional development of her staff, enabling them to continue supporting children's learning to the optimum. The requirements of the Early Years Foundation Stage are met exceptionally well. The childminder pays excellent attention to fostering partnerships with parents and other professionals. As a result, the needs of every child are clearly understood and comprehensive plans are in place to ensure their needs are continually well met. This attention to detail provides targeted support, enabling the children to make excellent progress in their learning and development. Attention to purposeful reflective practice helps the childminder to measure the quality of her service by identifying strengths and areas for continuous development.

### **Quality of teaching, learning and assessment is outstanding**

The childminder assesses each child across all areas of learning. She uses this information exceptionally well to plan continuous learning opportunities to effectively sustain children's interest and participation. All the children make excellent progress, for example, their language skills are developing very well. This is due to the high expectations the childminder has of their abilities. She is active in talking and supporting language development from the earliest opportunity, using facial gestures, simple sign language and intonation. The childminder provides opportunities for children to share their ideas and personal experiences. This helps them learn to think and question.

### **Personal development, behaviour and welfare are outstanding**

The excellent child-centred routines enable children to learn through high-quality, first-hand learning opportunities. For example, children meet their personal health and hygiene needs exceptionally well. They wash their hands at pertinent times and can very clearly explain the importance of this in limiting the spread of germs. Children learn where food comes from as they become involved in helping the childminder to prepare snack and talk about how the different types of fruit and vegetables grow. Children show care and consideration for their surroundings and how to keep themselves safe. For example, the children spontaneously tidy away once they have finished exploring, making the play space safe and free for more adventures. Children increase in confidence, supported by the childminder who uses plenty of positive praise and encouragement to heighten their self-belief.

### **Outcomes for children are outstanding**

The childminder assists all children to make very good progress based on their starting points. By the time they move on to school they are ready to build on their excellent evolving understanding of self-care, communication, letters and numbers.

## Setting details

<b>Unique reference number</b>	EY357082
<b>Local authority</b>	Essex
<b>Inspection number</b>	863490
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 November 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Harlow. She operates all year round from 7am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

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