

Childminder Report

Inspection date

14 October 2015

Previous inspection date

4 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 makes continuous and accurate assessments of children's learning and development. She uses information gained from observations to identify children's next steps in learning. From this, she plans interesting and exciting activities to stimulate and enhance children's experiences.
- The childminder is well qualified and takes time to develop and build on her skills through ongoing training, the internet and local childminder forums. She uses this knowledge to adapt and strengthen her practice. As a result, she shows a strong drive for improvement.
- Children's communication and language, and personal, social and emotional development are good. The childminder spends time speaking to children, modelling language and extending their vocabulary by introducing new words. Children gain confidence as they mix with others outside of her setting.
- Leadership is strong. Children have access to a good range of quality toys and resources both in adult-led play and child-initiated experiences. This enables them to develop the key skills needed for the next stage in their learning.
- Children's good health is successfully promoted. They have daily access to the well-resourced outdoor area and play parks, ensuring they have plenty of fresh air and exercise.

It is not yet outstanding because:

- The childminder does not always gather specific information from parents to identify children's initial starting points to support their learning and development on entry.
- The childminder does not always maximise opportunities to develop children's awareness of similarities and differences between themselves and others.

What the setting needs to do to improve further

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

- strengthen the systems for seeking initial information from parents, regarding children's learning and development to support their initial learning
- provide more opportunities for children to learn about similarities and differences between themselves and others as well as among families and communities.

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 carried out an overall evaluation of teaching with the childminder following the activities offered.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at children's records and a range of other documentation, including policies and risk assessments.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and other adults living in the home.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a very good range of policies which underpins her good practice and informs parents of procedures and routines. She regularly evaluates her practice, seeking the views of parents and children to adapt and change the provision if needed. The arrangements for safeguarding are effective. The childminder has a secure understanding of the steps to follow should she have a concern for a child's welfare. Risks to children are minimised through effective risk assessments and daily checks on the home and garden. The childminder understands the importance of monitoring the range of activities and experiences she offers to children, in order for them to continually make good progress in their learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder spends time interacting with children, offering toys and activities she knows will stimulate and enhance their learning. This means all children make good progress. Parents feel welcome and appreciate regular exchanges of information about their children's care, learning and development. Babies confidently investigate their environment, practising their developing mobility. They begin to manage the steps on the slide and show good dexterity as they squeeze, prod and pull apart dough. The childminder supports children's mathematical skills well. She encourages them to place bricks on top of each other, introducing number and colour as they do this. Babies begin to use their language to express themselves. They push along the truck saying 'brrrrrrr' and laugh as this bangs into the chair.

Personal development, behaviour and welfare are good

The childminder knows the children extremely well. She is kind and nurturing. Children are settled and secure because they have formed close bonds and attachments with her. There is a relaxed, friendly atmosphere and the childminder is very attentive to the children. Children behave well. Positive interactions with the childminder, along with good role modelling, ensure children begin to learn right from wrong. Further to this, babies begin to learn how to be safe. This is apparent as the childminder gently guides their feet into the toy car, reminding them that shutting the door on them will hurt. Children have daily opportunities to be physically active outdoors in the fresh air. The childminder ensures information is sought about children's dietary needs before they begin. This ensures children are only offered food that supports their good health.

Outcomes for children are good

Children are working well within the expected range of development for their age. They are confident and well motivated to learn. Children are independent and display high levels of engagement as they play. As a result, they develop the skills needed in readiness for school.

Setting details

Unique reference number	EY357564
Local authority	Essex
Inspection number	849548
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	4 November 2011
Telephone number	

The childminder was registered in 2007 and lives in Wickford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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