

# Childminder Report

## Inspection date

23 February 2016

Previous inspection date

2 July 2010

| <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

- The childminder makes regular observations and accurate assessments of children's achievements. Additionally, the quality of her teaching ensures that children are consistently engaged in active learning.
- Children make independent choices about their play. They are confident to try new experiences and follow their own ideas. The childminder's positive interactions help to enhance their language development.
- The childminder attends to children's emotional and care needs well. Younger children settle quickly because the childminder builds up their confidence by giving plenty of soothing cuddles and encouraging them to explore, while staying close enough to be reassuring.
- Partnerships with other providers are strong and are especially beneficial where children attend more than one provision. This collaborative approach means information is shared effectively and children are supported in a coordinated and well-planned manner.
- The childminder reflects on her practice. She considers the views of parents and children and makes positive changes. She makes the most of the support and training offered by her local authority, in order to focus on and improve her teaching skills.

### It is not yet outstanding because:

- The childminder does not always make the best use of information from parents about their children's achievements at home, in order to enrich the planning of activities.

## What the setting needs to do to improve further

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

- make better use of ongoing information from parents about their children's learning and development at home to support more targeted planning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, discussed safeguarding knowledge and took account of the childminder's self-evaluation.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents as recorded in written reference letters.

### Inspector

Joanne Barnett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular child protection training. She is confident in procedures and able to take prompt action in the event of a concern. Current self-evaluation processes are in place. She effectively monitors children's progress and is able to identify her strengths and areas for development. Risk assessments support her practice to provide a safe, secure environment for the children, both inside and outside the home. The childminder has relevant policies and procedures in place. She shares these with parents, so they are well informed about the service she offers. Parents are very complimentary about the care and education that the childminder provides, demonstrating this through written documentation and thank you cards.

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

The childminder gathers information from parents about children's starting points and interests. She uses this initial information, along with her own observations, to plan a balance of child-initiated play and adult-led activities. She ensures children's early speech is well supported by providing a running commentary on what they are doing. This builds on their understanding and gives them time to hear and practise new words. Children are motivated to learn because activities are fun and closely tailored to their individual needs and interests. They develop their problem-solving skills as they attempt simple puzzles. They learn to match colours, count, compare sizes and use positional language as they play. This successfully builds on their growing mathematical understanding. Children persevere with fitting items into tubs and then finding matching lids. They explore using various utensils and remain engaged for considerable periods of time.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment where children's personal, social and emotional development are promoted well. She interacts warmly with children at all times and they form strong attachments with her. They enjoy being in her company and often invite her to join in their play. Behaviour is good. Children's confidence and self-esteem are nurtured through the meaningful praise and encouragement that they receive. The childminder encourages them to be respectful of others and recognise their own unique qualities. Children develop a strong awareness of health and safety through the daily routines, discussions and activities. Their independence and self-help skills are successfully promoted. Children are encouraged to feed themselves and tidy the toys away. They enjoy healthy, nutritious snacks and benefit from regular opportunities to be physically active in the outdoor environment.

### Outcomes for children are good

Children make good progress given their starting points and are working within typical development levels for their ages. They are eager learners who are gaining the necessary skills, attitudes and independence to prepare them effectively for the next stages of their learning and their eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 202479  |
| <b>Local authority</b>             | Essex   |
| <b>Inspection number</b>           | 865173  |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 5   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 2 July 2010   |
| <b>Telephone number</b>            |   |

The childminder registered in 1999 and lives in Ingatestone, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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