

Childminder Report

Inspection date

24 March 2016

Previous inspection date

15 March 2011

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 ensures that resources are easily accessible. She offers plenty of choice for children and a good balance between adult-led activities and opportunities for children to play and lead their own learning. Children benefit from a highly stimulating environment that promotes their learning.
- The childminder helps children to develop good relationships with her and creates a warm and welcoming environment. Children are very settled and happy in her care.
- Teaching is good. The childminder's interactions with children encourage them to think and solve problems. Children happily try out their ideas, they are motivated to learn and make good progress.
- The childminder is a good role model. She manages children's behaviour sensitively, taking into account their ages and levels of understanding.
- The childminder is committed to reflecting on and improving her practice. Recommendations from her previous inspection have been addressed and are now fully embedded into practice. She uses the views of parents to help her identify potential improvements, and takes some positive action to improve outcomes for children.

It is not yet outstanding because:

- Although the childminder has formed very good links with her local school, she has not made links with other schools that children move on to. This means that some children do not benefit from good partnership working to help them with the changes ahead.
- The childminder completes training to help improve her knowledge and skills. However, she does not reflect sufficiently on the impact this has on her practice, to check that outcomes for children are enhanced as a result.

What the setting needs to do to improve further

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

- extend partnership working to include all of the different schools children move on to
- develop methods of evaluating the impact of training in order to identify how effective it is in improving outcomes for children.

Inspection activities

- The inspector viewed the areas of the house and garden used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, suitability checks, the self-assessment information and children's observation, assessment and planning records.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with parents are very strong. The childminder values their input and regularly shares information about children's development and progress. Parents praise the childminder for the progress their children have made since being in her care. The childminder has made very strong links with the local school which is situated opposite her house. She works closely with them to help children get ready for their move on to school. The childminder takes children for settling-in sessions, shares information with teachers and gains their views on how to extend children's learning in her own setting. Arrangements for safeguarding are effective. The childminder keeps children safe and prioritises their welfare. She is knowledgeable about procedures to follow should she be concerned about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder makes regular observations of children's development. This helps her to accurately identify any gaps in learning. She uses this information well to plan purposeful activities and experiences that support children's development. Children are fully engaged in the activities provided. They show great attention and listening skills as they listen to a story and follow instructions. The childminder helps children's communication skills as she skilfully asks questions about the book and repeats words correctly to help children extend their vocabulary. Children are also developing an understanding of being healthy as they play. For example, the childminder has provided role-play equipment for a cafe. She talks to children about the different types of fruit and the benefits of eating these. Children use their imagination, communication and emerging writing skills to take on roles at the cafe and prepare breakfast for the childminder. These experiences support children's enthusiasm and motivation. Children actively gain the skills needed to prepare them for school.

Personal development, behaviour and welfare are good

The childminder regularly takes children to different playgroups to help them learn to mix with other adults and children. They develop good social skills. The childminder provides healthy meals and makes sure that she meets the needs of children with dietary requirements. Children benefit from daily opportunities to get fresh air and to be physically active. The childminder has a well resourced and spacious garden which she uses well to enhance children's learning. Children have opportunities to further develop their physical skills and learn to manage small risks outdoors. They confidently climb the wooden fort, boosting their self-esteem and confidence. The childminder ensures children are protected from harm and helps them to identify risks in her home. For example, she talks to children about taking their socks off to stop them slipping on the floor.

Outcomes for children are good

Children develop good attitudes to learning. They are confident, content and enthusiastic when taking part in activities and learning. Children develop early literacy and mathematical skills needed for future learning. All children develop within the expected range and make good progress from their starting points.

Setting details

Unique reference number	EY261929
Local authority	Essex
Inspection number	860549
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15 March 2011
Telephone number	

The childminder was registered in 2005 and lives in Hadleigh in Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays, one week at Christmas and family holidays.

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