

Childminder Report

Inspection date

20 May 2016

Previous inspection date

10 May 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 is well organised. She effectively observes and assesses children's progress and development. Activities are then securely planned and matched to children's individual interests and learning priorities.
- Children make good progress and develop the skills they need for future learning. The childminder is a highly enthusiastic practitioner who effectively motivates children to learn new things. Children particularly enjoy learning about the natural world and finding out about life cycles. They show awe and wonder as they watch butterflies emerging from chrysalis.
- The childminder has a kind and caring approach. Relationships between the childminder and children are warm, trusting and very secure. The childminder recognises the uniqueness of each child in her care and supports their emotional well-being.
- The childminder effectively supports children's growing understanding of how to keep themselves safe and healthy. A high standard of cleanliness is maintained and children learn to become very independent in their self-care.
- The childminder has good relationships with local schools and nurseries and this enables her to share information and build on children's learning effectively.

It is not yet outstanding because:

- Although the childminder shares plenty of information with parents about children's activities, she has not yet established highly successful ways for parents to share information about their children's learning and development at home.
- The childminder sometimes overlooks opportunities for children to develop their critical-thinking skills and use expressive language.

What the setting needs to do to improve further

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

- explore more ways to help parents to share information about their children's learning and achievements at home
- enhance opportunities for children to develop their critical thinking and expressive language skills.

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 viewed a focused activity with the childminder and discussed children's progress and achievements.
- The inspector viewed children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the childminder and her assistant, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written testimonials and responses to surveys organised by the childminder.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has good knowledge of signs and symptoms that may indicate the possible abuse of children. She knows who to contact should she have any concerns about a child's welfare. The childminder and her assistant attend a variety of training courses that benefits children's care and development. They both hold first-aid qualifications so can deal with minor accidents and emergency situations. The childminder also networks with other childminders in the area to share new ideas that promote children's learning. She continually reflects on the service she provides for children and identifies areas for further development. The childminder has successfully addressed the action and recommendation from the last inspection to improve outcomes for children. Parents' written comments are extremely complimentary. They show how delighted they are with their children's development and the care provided by the childminder.

Quality of teaching, learning and assessment is good

The childminder understands how children learn through play and exploration. She provides an appropriate blend of child-initiated and adult-led activities. The play environment has been much improved. Children now relish the opportunity to choose between indoor and outdoor play. They are also able to easily select additional play materials in the well-equipped playroom. Overall, children's communication and language are developing well. The childminder speaks constantly to children and gives them a running commentary of what they are doing. Children are creative and play imaginatively with a variety of props, small figures, cars and play dough. Children go on regular outings and visit local community groups. Children socialise with other similarly aged children and develop their understanding of their immediate community.

Personal development, behaviour and welfare are good

Children are polite, well behaved and use good manners. They respond positively to the good example the childminder sets. They learn to respect and celebrate each other's differences through a range of activities that teaches them about people and the wider world. Children have many opportunities for exercise and confidently develop their physical skills. They accurately throw and bounce balls and enthusiastically jump on the trampoline. Children capably fasten zips and buttons on their clothes. They help to prepare and serve strawberries and melon for their snack. Children make a good contribution to tidying up and willingly help to put toys away as they learn to take care of their environment.

Outcomes for children are good

All children, including those who receive funding, make good progress in line with expectations for their age and stage of development. They are inquisitive learners who are keen to join in. They develop counting and calculation skills and show an interest in different shapes and sizes. They appreciate books and listen attentively to stories. Children are well prepared for the next stage of their development and eventual move on to school.

Setting details

Unique reference number	EY415280
Local authority	Essex
Inspection number	874328
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	7
Name of registered person	
Date of previous inspection	10 May 2011
Telephone number	

The childminder was registered in 2010 and lives in Braintree, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She receives funding for the provision of early education for three- and four-year-old children.

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