

# Childminder Report

**Inspection date**

15 June 2016

Previous inspection date

2 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 uses well-phrased questions to encourage children to think and work things out for themselves. She is well informed about how children learn best through first-hand experiences. This knowledge is skilfully reflected in the activities and resources she provides. This helps ensure children are engaged and enthusiastic in all that they do.
- Children play together well. The childminder provides consistent reminders about her expected rules for behaviour. She encourages children to negotiate and learn how to settle simple disputes for themselves.
- The childminder is very knowledgeable about the interests and capabilities of the children she cares for. She accurately monitors their progress and provides interesting and challenging activities to promote their curiosity and imagination.
- The childminder places a high priority on ensuring children are well prepared to move on to school. She provides parents with meaningful guidance and advice on how they can help prepare their children for this important stage in their lives.
- The childminder makes good use of professional development opportunities to improve her knowledge and skills. She evaluates the impact of her teaching and identifies further ways of improving her provision.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to help children learn to make healthy choices about what they eat, and why this is important for their good health.
- Sometimes, the childminder does not build on opportunities for children to make marks, or give meaning to the marks they make, to extend their interest in early writing.

## What the setting needs to do to improve further

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

- strengthen children's understanding of the importance of eating a healthy range of foodstuff as part of a healthy lifestyle
- introduce further ways of promoting children's interest in early writing.

### 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 evaluated an activity with the childminder. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as children's records and evidence of the suitability of household members.
- The inspector took account of the views of parents from their written testimonials provided by the childminder.

### Inspector

Gill Thornton

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is qualified and very experienced. She maintains meaningful assessment records that provide an accurate picture of each child's achievements and progress. Good partnership working between the childminder and different settings children attend helps promote consistency in children's learning. Parents are closely involved in their children's learning and are highly complimentary of the childminder. For example, they praise the awesome child-centred, fun and loving environment and the good ideas to support their child's development at home. Safeguarding is effective. The childminder regularly attends safeguarding training to ensure she is confident in the action to take if she has any child protection concerns. She supervises children closely, while allowing them to gain an understanding of risk and how to keep themselves safe.

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

The childminder provides some outstanding outdoor activities that take close account of how some children learn best through active, physical play. For example, children are engrossed as they build with real house bricks. They play together cooperatively, sharing ideas as they load the bricks into a wheelbarrow and use sand to cement them together. The childminder is close by offering advice and guidance when necessary. She ensures there are lots of household resources available to support and extend children's explorations. The childminder provides an appropriate balance of adult-led activities to target what children need to learn next. She helps them learn to sit down and concentrate. She uses such activities well to extend children's speech, such as by asking questions that encourage them to think and voice their own opinions.

### Personal development, behaviour and welfare are good

The childminder works closely with parents to help children settle and feel secure in her care. She adapts her interactions to take account of children's different characters and personalities. This helps children become confident of their own abilities. Children of all ages have many opportunities to enjoy physical activity in the fresh air. The childminder helps child learn to show care and concern for living things. For instance, they eagerly help look after her chickens, confidently checking for eggs and throwing corn to the hens. The childminder uses the walk to and from school to expand children's learning. For instance, they discuss what different road signs mean and point out letters in the environment.

### Outcomes for children are good

All children, including those receiving funding, make good progress in readiness for their move on to school or nursery. They are confident to suggest their own ideas and to explore their own ways of doing things. Children are happy and enthusiastic in their play and interactions. They are learning to cooperate and respect the views of others. They are developing a love of books and in some instances confidently retell their favourite stories almost word for word. Children are developing independence. For example, they eagerly put on wellington boots before going outside. They remind each other of the expected rules for behaviour, such as to share and take turns.

## Setting details

<b>Unique reference number</b>	EY330637
<b>Local authority</b>	Essex
<b>Inspection number</b>	1043943
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 June 2014
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Sible Hedingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

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