

# Childminder Report

## Inspection date

20 June 2016

Previous inspection date

11 February 2011

| <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 completes regular risk assessments of her home. She implements a wide range of measures that ensures that the premises are safe for children. The childminder talks to children about how to keep themselves safe. For example, they respond well to gentle reminders to be very careful as they use scissors to cut.
- Children show that they have an active imagination as they act out first hand and imagined experiences. Young children show their understanding of the world as they feed their baby doll a bottle of milk. Older children have fun making pretend cakes out of colourful dough.
- Older children are able to maintain very good concentration during activities. They also display their good levels of attention at snack time, competently peeling fruit and talking to their peers at the same time.
- The childminder provides children with a broad range of opportunities to explore and learn about the cultures, customs and beliefs of others, including those of their peers. The childminder implements an inclusion policy and ensures that relevant cultural observances are respected.
- Parents express high levels of satisfaction with the service provided. They report that they are very happy and confident about the quality of care that their children receive. They say that they recommend the childminder to others.

### It is not yet outstanding because:

- At times, the childminder does not encourage children to solve problems and discover things for themselves during play.
- The childminder has not fully explored different ways to share ideas with parents in order to further support their child's learning at home.

## What the setting needs to do to improve further

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

- provide more opportunities for children to solve problems and discover things for themselves when they are playing
- extend the range of ways used to share ideas with parents to enable them to support children's learning at home even more effectively.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of persons living in the household.
- The inspector took account of parents and children's views through feedback provided.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has completed relevant training and has a good understanding of the signs of child abuse. She knows the precise action to take if she were concerned about a child. Parents and children's feedback effectively helps the childminder to make plans for improvement. The childminder has attended a wide range of training, which has had a positive impact on the service she provides for children. For example, she has increased her understanding of how to engage boys in learning and has improved her knowledge of health and safety. The childminder works well in partnership with others to ensure an effective two-way flow of information that supports children's well-being and continued progress.

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

The childminder holds detailed discussions with parents to assess children's initial stage of development. This helps her to plan accurately to meet each child's learning needs from the start. The childminder's ongoing assessments help her to effectively monitor children's progress and ensure that her planning continues to effectively meet children's needs. The new child-friendly playroom is organised to ensure that children are able to easily reach items that interest them. This helps to support children's good level of attention and they quickly become engrossed in learning. Children confidently talk about the life cycle of a caterpillar, explaining that soon it will become a butterfly. They enjoy listening to a favourite story about a hungry caterpillar and excitedly interact. They predict what might happen next and count how many pieces of food the main character has eaten.

### Personal development, behaviour and welfare are good

Settling-in arrangements are carefully tailored towards the individual needs of each child. This helps to ensure that children are emotionally well prepared before being left in the care of the childminder. Children are confident and self-assured in their interactions with the childminder and other minded children. They also enjoy spontaneously giving them both a cuddle. Children like to spend time outdoors every day as they play in the childminder's garden, local parks or other amenities. Children enjoy time outside of the childminder's home giving them opportunities to develop their social skills and learn about the wider world. Children enjoy tasty and nutritious food that is freshly prepared by the childminder. They learn about how to maintain good health through daily routines and planned activities. Children are aware that washing their hands helps to prevent germs from giving them a tummy ache.

### Outcomes for children are good

Children are making good progress in their learning goals in relation to their starting points. They engage well with each other and the childminder, showing their enthusiasm for learning. Children's progress in communication and language is good. They have lots of opportunities to learn the meaning of words in context, and show their enjoyment as they repeat new words over and over again. Children actively learn the essential skills, which help to prepare them well for their next stage of development and move on to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY337171  |
| <b>Local authority</b>             | Essex   |
| <b>Inspection number</b>           | 862718  |
| <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 - 10  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 7   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 11 February 2011  |
| <b>Telephone number</b>            |   |

The childminder was registered in 2006 and lives in Brentwood. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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