

Childminder Report

Inspection date

8 July 2016

Previous inspection date

30 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 is committed to providing children with good quality care and learning experiences. She continually monitors and evaluates her setting. The actions and recommendations raised at the last inspection have been successfully addressed.
- The childminder has a good understanding of how children learn. She gets to know the children in her care well and follows their interests and suggestions for activities. The childminder and her assistant support children's play and learning well. All children make good progress.
- The experienced childminder keeps up to date with developments in childcare practices. She attends additional training courses whenever possible, in order to develop her own skills and to benefit the needs of the children.
- The childminder forms effective partnerships with parents. She keeps them well informed about their children's development. The childminder and her assistant observe children in their play and take photographs to evidence their learning. Parents are encouraged to continue to share what they know about their child.
- The childminder regularly shares information about children's progress with the other early years settings that children attend. This enables her to provide children with consistency in their learning and development.

It is not yet outstanding because:

- The childminder's checking of children's progress does not always link to specific areas of learning in order to inform even more precise planning and secure the best possible outcomes for all children.
- The childminder sometimes overlooks opportunities to extend children's thinking skills to higher levels.

What the setting needs to do to improve further

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

- review the systems for the checking of children's progress to inform more precise planning so that they are supported in reaching their full potential
- provide children with more opportunities to link their thoughts and to develop their own ideas.

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 held discussions with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of her assistant and other household members.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the importance of keeping children safe and protected from harm. The arrangements for safeguarding are effective. The childminder ensures that both she and her assistant have a good understanding of safeguarding procedures. She knows the appropriate action to take if they were to have a concern about a child in their care. Risk assessments and daily checks of the premises, and for outings, are thorough. The childminder monitors the practice of her assistant through regular discussions and supporting her ongoing professional development. She seeks the views of parents. This enables her to develop and improve her good practice further. Parents express their thoughts about the care and education provided for their children. They provide very positive comments, stating their children are stretched and challenged to develop.

Quality of teaching, learning and assessment is good

The childminder provides a well-resourced environment that gives children plenty of choice in their play. Children of all ages become confident and independent learners. They make choices about what they want to do and when. The childminder effectively supports children's decision making. The childminder and her assistant get down to the children's level and join in with their play experiences. They display enthusiasm and interest as they read favourite stories to the children. This helps to support children's enjoyment of books. The childminder provides children with many opportunities to explore, investigate and learn through first-hand experiences. For example, children eagerly look for bugs in the childminder's garden and at the local park. They are motivated and interested. The childminder and her assistant extend learning opportunities as they arise. For example, the childminder introduces new vocabulary, such as camouflage, to the children.

Personal development, behaviour and welfare are good

Children demonstrate that they have built warm and trusting relationships with the childminder and her assistant. They are happy and content in this homely and welcoming setting. The childminder and her assistant are good role models and provide clear guidance for children about what is acceptable behaviour. They encourage children to use good manners. They routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their confidence and self-esteem. Children have daily opportunities for exercise and fresh air. This helps to promote their good health and physical well-being. The childminder supports children well to be emotionally prepared for the next stage in their learning. They become familiar with other settings, for example, when they walk with the childminder to collect other children from nursery and school.

Outcomes for children are good

Children gain many skills that they need in preparation for the next stage in their learning, such as nursery or school. They learn to take turns and share. Children develop personal care skills, such as washing their hands before eating. They understand and follow rules that keep them safe, such as learning about road safety. Children recognise colours and use number names as they play. They have many opportunities to develop their early writing skills. All children make good progress given their starting points and capabilities.

Setting details

Unique reference number	EY309458
Local authority	Essex
Inspection number	1043454
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	30 January 2014
Telephone number	

The childminder was registered in 2005 and lives in Colchester, Essex. She works with an assistant and operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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