

# Childminder Report

<b>Inspection date</b>	12 August 2016
Previous inspection date	28 February 2014

<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

- Young children show their growing understanding of communication and language. They move towards the highchair when the childminder asks if they would like some snacks. Older children take part in lots of meaningful conversations with the childminder and her assistant. They ask children probing questions and give them sufficient time to think before they respond.
- Children build very strong bonds with the childminder and her assistant. They invite them to take part in some of their games and enjoy cuddles when they are tired or need comforting. Children have developed special friendships, and enjoy playing and spending time together.
- Parents comment about the wide range of communication methods used by the childminder. They are happy that their children can spend lots of time outdoors. They feel that the childminder sets clear boundaries for the children and that they have grown in confidence since being in her care.
- The childminder implements a wide range of policies and procedures that are shared with parents and help her to support the safe running of her service.

### It is not yet outstanding because:

- The childminder's procedure for professional development is not yet robust enough to constantly develop the quality of teaching to the highest level. The childminder has not used sharp evaluations of her own practice to inform a focused programme of ongoing professional development.
- Partnership working with parents does not consistently promote the sharing of information about children's learning at home, in order to extend individual children's development even further.

## What the setting needs to do to improve further

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

- extend the use of further training opportunities to strengthen existing knowledge and teaching skills
- extend partnership working with parents to share more information about children's learning at home, in order to continue building securely on what children know and can do.

### 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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of children spoken to during the inspection.
- The inspector took account of the views and opinions of parents' through written feedback provided.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder recognises the possible signs of abuse. She and her assistant have a secure understanding of the action to take in order to protect children. The arrangements for safeguarding are effective. The childminder monitors the work of her assistant. Parents are encouraged to express their views about the service through a wide range of methods including, questionnaires, text and discussion. Information gained is used by the childminder and her assistant to help them plan for future improvements. Children's development is monitored. This enables the childminder to identify when action needs to be taken quickly to narrow any gaps in their learning. Parents speak highly of the childminder, and state that they would not hesitate in recommending her to other parents.

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

The childminder finds out information about children's development levels before they start. She also observes and assesses their ongoing progress as they play and learn. This helps her to effectively plan and measure children's good progress over time. Children consistently spend time excitedly exploring and investigating their environment. They are encouraged to make decisions and choices about what they want to do next. The stimulating range of toys and equipment helps to engage children's interests well. Young children spend significant amounts of time persevering with tasks and problem solving. They show great delight when they successfully hold on to a scooter and push it along with their foot. Older children demonstrate their good physical skills when they learn how to pedal a bike backwards. During craft activities, children are encouraged to talk about what they are doing to help them think through their ideas.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy the consistent praise they receive and are also able to recognise their own achievements. For instance, they proudly tell the childminder what they are doing during a craft activity. The childminder and her assistant are calm and respectful towards the children, who are well behaved. They gently reinforce boundaries when needed, helping children to learn about what is acceptable behaviour. Children are encouraged to be independent. Older children are able to see to their own personal needs, using a step to help them reach the toilet and sink. They know that washing hands gets rid of germs. Children's good health is supported well. They can have fresh fruit and water at any time. Children know that bananas are a healthy food.

### Outcomes for children are good

All children make good progress in their learning. This helps to ensure that they develop the vital skills needed, in preparation for their next stage in learning or future move on to school. Children enjoy the freedom of choice, as they move independently indoors and outside. They show curiosity and interest as they engage in activities that inspire them to learn. Young children develop physical skills and show determination. They work out how to gain greater control over their movements to successfully carry a scooter from one level of the garden to another.

## Setting details

<b>Unique reference number</b>	EY365094
<b>Local authority</b>	Essex
<b>Inspection number</b>	1060441
<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>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 February 2014
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Loughton. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant who holds a childcare qualification at level 3.

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