

Childminder Report

Inspection date

19 September 2016

Previous inspection date

29 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 has made positive changes since her last inspection. She completes a range of risk assessments to promote the safety of children in her care. Children learn about their personal safety. They follow consistent routines, such as walking in twos. They learn about road safety as they take part in outings and walk to and from school.
- The childminder and her assistant develop good partnerships with parents. They regularly share information to promote and extend children's learning and development. This is one example of how together they enhance children's overall care and well-being.
- The childminder understands how to promote children's learning. She supports their mathematical development through a range of activities that she provides to encourage their awareness of counting and number recognition.
- The childminder praises children for their efforts. For example, she congratulates children on completing specific jigsaws. This is one example of how children's self-esteem is promoted.
- The childminder follows a programme of professional development, which includes attending regular training opportunities. She monitors her assistant through effective discussion and observations of practice and ensures that they also attend regular training to remain updated. The childminder and her assistant evaluate their practice and the activities they provide on a daily basis.

It is not yet outstanding because:

- The childminder does not always recognise when children are ready to move on from an activity and explore other learning opportunities.
- The tracking of children's progress is not sharply focused on assessing how well specific groups of children are achieving.

What the setting needs to do to improve further

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

- recognise signs that children are becoming ready to move on from an activity and explore other experiences to enhance and broaden their learning
- refine the system for assessing progress so that it gives a clear picture of the achievements made by specific groups of children in order to sharpen planning where necessary.

Inspection activities

- The inspector talked with the childminder about how she supervises and monitors the work of her assistant. She looked at some children's assessment records, policies and procedures and she reviewed evidence of the suitability of all household members and assistants.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector talked with the childminder, the childminder's assistant and children present at appropriate times throughout the inspection.
- The inspector discussed with the childminder how she and her assistant review and evaluate their setting to make continuous improvements.
- The inspector took account of the views of parents as given in written references to the childminder.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are both aware of the signs and symptoms of abuse and all required suitability checks are in place. They attend regular child protection training to enhance their own knowledge and understanding of how to safeguard children. The childminder maintains adult-to-child ratio requirements and completes a daily register to record children's times of attendance. The childminder and her assistant build relationships with other providers of the early years foundation stage. For example, the childminder shares information with teaching staff to support children in their move from her setting on to school. She provides regular newsletters to parents, supporting their understanding and awareness of what their children are taking part in at her setting. The childminder is currently trialling different systems to find the right one that promotes opportunities for parents to more readily share progress and achievements from home. The childminder and her assistant evaluate their practice on a daily basis, making positive changes where required.

Quality of teaching, learning and assessment is good

The childminder and her assistant provide a range of toys and resources that links to children's interests. Children show good levels of concentration as they solve their own problems and persevere as they work out where puzzle pieces fit together. However, on occasions, the childminder tries to keep them at an activity to complete it rather than allowing them to move on. Children's speech and language development are well promoted. The childminder uses a range of probing questions to encourage opportunities for children to think further. Observations, assessments and planning are flexibly organised to help children meet their next steps in learning. These are shared with parents and this supports them to extend their children's learning at home.

Personal development, behaviour and welfare are good

Children behave well. The childminder and her assistant support children to behave well and be accepting of others. Children are encouraged to share and take turns with resources. Older children are confident to support the younger ones. For example, younger children enjoy listening to older children as they read stories to them. Children eat a range of healthy snacks and meals. The childminder encourages them to follow effective hygiene routines and she provides hot and cold, fresh food options. This supports children to lead healthy lifestyles. The children have daily opportunities for fresh air and exercise and their physical development is well promoted. For example, they regularly visit local parks and outside activities.

Outcomes for children are good

All children, including those who have special educational needs or disability and those who speak English as an additional language, are making good progress. However, the childminder has not yet begun to track the progress different groups of children make to help her more clearly identify, and narrow, potential gaps in their learning. All children are acquiring the key skills they need for future learning. They build strong relationships and develop firm friendships with the childminder, her assistant and other minded children.

Setting details

Unique reference number	EY234176
Local authority	Essex
Inspection number	1073199
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	12
Number of children on roll	24
Name of registered person	
Date of previous inspection	29 August 2013
Telephone number	

The childminder was registered in 2002 and lives in Sawbridgeworth. She operates all year round from 7am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works on a daily basis with an assistant. The childminder holds an appropriate qualification at level 3. The childminder supports children who have special educational needs or disability. She also provides care for children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

