

# Childminder Report

## Inspection date

6 January 2017

Previous inspection date

27 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- With the support of her local authority development worker, the childminder has made significant progress in improving the provision she offers since her previous inspection. She effectively identifies children's next steps in learning and plans challenging activities to take account of children's preferred learning styles.
- The childminder provides a warm, friendly and homely provision. Children are nurtured and receive close support and care. They demonstrate they are happy and settled with the childminder, and enjoy the experiences she provides for them.
- The childminder knows the children well and plans activities closely tailored to their individual needs. Children engage well for extended periods given their age, and show good levels of concentration.
- The children build a secure bond with the childminder and her assistant. They are confident in asking for support and reassurance when needed. The childminder is responsive to their needs, which helps children to feel safe and secure.
- Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare.

### It is not yet outstanding because:

- The childminder does not always gather the most up-to-date information from parents about children's achievements and interests outside of the setting, in order to enhance individualised planning and learning.
- The childminder has not given the same consideration to thoughtful planning of the outdoor environment as she does for indoor activities. Children who prefer to learn outdoors do not always benefit from the same level of stimulating experiences.

## What the setting needs to do to improve further

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

- enhance children's experiences in the setting, incorporating information about their most current achievements and interests at home into the planning and providing highly individualised opportunities for them to learn
- strengthen the planning, in order to further promote the learning of children who prefer to be outdoors.

### Inspection activities

- The inspector observed activities in the house and talked with the childminder.
- The inspector and childminder jointly evaluated a teaching activity.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at a range of documentation, including the safeguarding procedures and evidence of suitability of household members.
- The inspector took account of the written views of parents and reviewed the childminder's self-evaluation process.

### Inspector

Clair Stockings

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge and understanding of safeguarding policies and procedures, and is aware of her responsibilities in this respect. The childminder thoroughly assesses risks in children's activities and on outings to promote their safety. Parents' written comments demonstrate that they trust the childminder and believe their children are very well cared for. The childminder is able to identify areas of strength as well as those that she would like to develop further. She strives to improve her own knowledge and that of her assistant through accessing relevant training. The childminder is aware of the benefits of sharing information with other early years providers, when the time comes, in order to provide continuity of learning for children.

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

The childminder provides an interesting and stimulating environment. She knows the children in her care well and closely observes them as they play. She completes assessments of their progress to ensure that she offers them opportunities appropriate for their level of development. There is a good balance of planned and spontaneous activities to appropriately challenge children and to move them on to their next steps in learning. The childminder joins in with the play to enhance their learning. The childminder talks to them about the importance of caring for wildlife as they thread cereal onto string to create bird feeders. Children develop good communication skills and the childminder is particularly skilled in supporting children who are bi-lingual. She gives them opportunities to hear and speak in their home languages as they develop their skills in English.

### Personal development, behaviour and welfare are good

The childminder values all children's life experiences and celebrates them in the setting. She talks to children about different nationalities and countries, and shares their languages. Children learn to value each other and develop close friendships. The childminder is a good role model as she is calm, kind and consistently demonstrates good manners. The childminder skilfully manages younger children's frustrations. She diverts their attention and where appropriate, talks to them sensitively about sharing resources and being kind to their friends. Children learn about community life and make visits to the local library and the park. The childminder effectively supports children's understanding of the importance of personal hygiene and developing a healthy lifestyle. She is vigilant in ensuring they maintain good hygiene procedures, such as washing their hands after toileting. She talks to them about the importance of eating nutritious food.

### Outcomes for children are good

Children are making good progress in their learning, in line with their starting points. They confidently make friends and play sociably together. They demonstrate good behaviour and understand how to share and take their turn. Children concentrate and persevere. They enjoy learning to make marks and have an interest in joining in with songs and stories. Consequently, children are supported to develop a range of skills to prepare for their move on to the next stage of their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY370754
<b>Local authority</b>	Essex
<b>Inspection number</b>	1043327
<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>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 September 2013
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Chelmsford. She works at times with an assistant and operates all year round from 6.30am to 6.30pm on Monday to Friday, except for bank holidays and family holidays agreed in advance.

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Piccadilly Gate  
Store St  
Manchester  
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