

Childminder Report

Inspection date

27 February 2017

Previous inspection date

3 August 2015

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 has successfully addressed the actions and recommendations raised at her previous inspection. Children develop an early understanding of the written word as they explore print in books and their environment.
- The childminder has a good understanding of how children learn. She provides teaching of a good standard and works positively with parents to promote shared learning.
- The childminder offers a home-from-home environment and builds strong relationships with every child in her care. Children are settled, happy and confident. Their emotional well-being is strongly supported.
- The childminder is skilful at supporting children's communication and language skills. She talks clearly, listens carefully to children and uses questions to engage them in conversations. Children make good progress in relation to their starting points.
- The childminder works closely in partnership with parents. She liaises regularly with them about their children's learning and development and how these can be supported at home. Parents are very complimentary about the childminder. For example, they comment that their children are well looked after and loved.

It is not yet outstanding because:

- The childminder's process for monitoring children's progress is not yet robust enough to secure the best possible outcomes for all children.
- The childminder has not yet secured suitable opportunities for professional development to build on her current skills and knowledge.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress to further enhance planning for their future learning, so they have better opportunities to make higher levels of progress
- secure opportunities to update knowledge and inform a programme of professional development, in order to enhance the good standard of care and education offered to children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completes daily safety checks and supervises children appropriately. She has a good understanding of child protection issues and keeps well informed of changes to legislation and guidance. She knows how to act appropriately should she have any concerns about a child's welfare. The childminder is motivated to provide the best experiences for children. She welcomes the views of parents and children to support her accurate self-evaluation. The childminder sets a good example and has high expectations of children in her care. This contributes to the culture of mutual respect that the childminder promotes in her setting. She works effectively in partnership with other providers to offer continuity of care and an extension of learning experiences for those children attending other settings.

Quality of teaching, learning and assessment is good

The experienced childminder has a secure knowledge and understanding of how children learn. She interacts purposefully with children to support their development effectively. Children thoroughly enjoy the childminder's company. The childminder consistently talks to them, commenting on what they are doing and asking questions to encourage their thinking and exploration. This allows children time to think and predict what they think will happen and test out their ideas. Children's individual learning preferences are also considered when planning activities and they are interested and challenged in their play. They stay focused and show good concentration. For example, a sensory activity using play dough captures their attention as they practise using scissors and a selection of tools to make different types of bugs and insects. Children play well during games, such as snakes and ladders, that develop their mathematical skills.

Personal development, behaviour and welfare are good

The childminder builds good relationships with children. She carefully meets their needs and interests and praises them for their achievements. This has a positive impact on children's emotional well-being and prepares them well for their eventual move on to school. Children show good levels of self-control, cooperation and respect for others. There are many opportunities provided for children to be in the fresh air and engage in physical play. They spend a good amount of time in the childminder's garden and visit local parks. Children manage their self-care confidently. The childminder provides them with opportunities to learn about healthy foods and why they wash their hands before eating. This helps them to develop an understanding of healthy lifestyles.

Outcomes for children are good

Children make good rates of progress and are working comfortably within the expected levels for their age. They are confident and enthusiastic learners. Children develop good listening, understanding and speaking skills, such as asking questions and initiating conversations. Children count confidently in their play and are beginning to recognise different mathematical concepts, such as size and shape. They learn how to cooperate with others and develop skills and attitudes they need for the next stages in their learning.

Setting details

Unique reference number	EY103441
Local authority	Essex
Inspection number	1058180
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	3 August 2015
Telephone number	

The childminder was registered in 2001 and lives in Hockley, Essex. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. She provides funded early education for three- and four-year-old children.

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