

# Childminder Report

**Inspection date**

19 June 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 gives high priority to promoting children's communication and language development. She speaks clearly and models effective listening skills. The childminder helps to expand children's vocabulary by introducing words in context, helping to embed their new knowledge in a meaningful way.
- The childminder has a secure understanding of what children need to learn next. She and her assistant regularly assess children's development and work closely with parents to ensure all children make good progress in their learning.
- Children settle quickly into the childminder's home. Children display very strong bonds and secure attachments to the childminder and her assistant. These are extremely successful in supporting children's feelings of security and emotional well-being.
- Partnerships with parents are a key strength. The childminder and her assistant strive to provide a home from home for each child and help them quickly settle in their care.

### It is not yet outstanding because:

- The childminder does not always focus precisely enough on monitoring and evaluating her assistant's practice and identifying specific areas for improvement so that they can help children to reach the highest possible level of achievement.
- The childminder has not yet achieved highly effective partnerships with providers of some other settings that children attend to provide excellent continuity of learning.

## What the setting needs to do to improve further

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

- extend the evaluation and monitoring of the assistant's practice so that these are clearly targeted to help children reach the highest possible level of achievement
- extend the partnership working with other settings that children attend, exchanging more detailed information to support continuity and consistency in their learning and promote higher levels of progress.

### Inspection activities

- The inspector observed activities in the house and talked with the childminder and her assistant.
- The inspector and the 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 and her assistant have a secure understanding of their role and responsibilities to keep children safe and know how to report any concerns they have about children's welfare. The childminder thoroughly risk assesses children's activities and outings to promote their safety. The childminder shares her policies with parents so that they have an understanding of how the setting is run. Policies are fully implemented to ensure the smooth running of the setting. The childminder seeks the views of parents to help her to review practice and takes account of the comments they make ensuring she continues to meet the needs of those children who attend.

### 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 and her assistant join in with children's play to enhance their learning. Children develop good communication skills. The childminder is particularly skilled in supporting children who are bi-lingual. She gives them opportunities to hear and speak in all languages they use and to continue to develop their skills in English.

### Personal development, behaviour and welfare are good

Children develop strong bonds with the childminder and her assistant and demonstrate that they feel happy and secure in their care. They chatter confidently to the adults around them and show affection and trust. The childminder collects detailed information from parents about children's interests when they first start. This helps her to meet their needs well from the outset. The childminder is a good role model through being happy, calm and kind towards children. She manages behaviour positively using praise and encouragement and is consistent in her approach. She takes time to give each child individual attention so that they feel special and valued. Good opportunities for outdoor physical activity contribute well to children's good health, their balance and coordination.

### Outcomes for children are good

Children are making good progress in their learning given their starting points. They are becoming more confident and self-assured as they make their own choices during play and concentrate for prolonged periods of time while taking part in activities. These are just some of the skills that help to prepare children well for their next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY486716
<b>Local authority</b>	Essex
<b>Inspection number</b>	1010343
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Loughton. She works with an assistant. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays agreed in advance.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

