

# Childminder Report

**Inspection date**

13 July 2017

Previous inspection date

15 May 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

- The childminder has a secure knowledge of how children learn and she provides them with a rich and varied programme of activities and play opportunities. Accurate observation, assessment and planning for individual children help to ensure that they continue to progress well in their learning and development.
- The childminder promotes young children's early communication and language skills well. She sensitively communicates with children and talks about what she is doing and what is happening during every day routines and their play.
- Both the childminder and her assistant are good role models and children follow their example. They provide clear guidance for children about what is acceptable behaviour. As a result, children behave well.
- The childminder and her assistant build secure attachments to the children. This has a positive effect on children's emotional well-being.

### It is not yet outstanding because:

- The initial information about children's learning that the childminder obtains from every parent is not sufficiently detailed to fully support her early identification of children's precise learning needs.
- Although the childminder uses self-evaluation to identify the strengths and weaknesses of the provision, she does not make the best use of it to target professional development opportunities aimed at raising her and her assistant's teaching skills even further.

## What the setting needs to do to improve further

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

- strengthen the level of information obtained from parents when children first start to plan even more precisely for their continued progress from an early stage
- refine the process of self-evaluation to include opportunities for professional development that will help to raise teaching skills to a higher level.

### 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 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

The arrangements for safeguarding are effective. The childminder has a good knowledge of safeguarding and child protection procedures. She is confident in her ability to act swiftly should she have concerns for the welfare of the children in her care. Children are cared for in a very secure, organised and well-maintained home. Both the childminder and her assistant are alert to hazards and take measures to ensure children's safety at all times. The childminder uses ongoing observations and assessments effectively to help ensure there are no gaps in children's learning. Effective partnerships with parents help to maintain continuity for children between the setting and home. The childminder understands the importance of working with other early years settings in order to promote continuity in children's learning and development. The childminder effectively monitors the practice of her assistant to identify some ways to enhance her professional development. The childminder is motivated to provide the best for children and she welcomes the views of parents and children to support her self-evaluation.

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

The childminder and her assistant provide an exciting and stimulating learning environment that supports children's explorative and imagination skills. Children benefit from having good opportunities for learning, both inside and outside. Resources available to the children are used very well to encourage counting, sorting and problem solving, which they approach with enjoyment and enthusiasm. The childminder and her assistant consistently talk to the children, commenting on what they are doing and asking questions to encourage their thinking and exploration. For example, they ask the children to describe the feel of cooked spaghetti. They discuss how many wings and legs the different bugs have during their bug hunt, using words, such as less and more. This helps the children to think, make predictions and test out their ideas.

### Personal development, behaviour and welfare are good

Children have warm close relationships with both the childminder and her assistant. They go to them both for reassurance and cuddles during their play. Children are independent at mealtimes and motivated to do things for themselves during personal care routines. Children are highly active and enjoy playing outdoors, which is good for their physical well-being and helps them to develop an understanding of healthy lifestyles. The childminder provides a wide range of exciting trips and outings, helping to develop children's social skills and understanding of the wider world.

### Outcomes for children are good

Children make good progress from their starting points. They are confident and enthusiastic learners. Children count confidently in their play and are beginning to recognise different mathematic concepts, such as size and shape. They learn how to cooperate with others and develop skills and attitudes they need for the next stages of learning, including starting nursery and school.

## Setting details

<b>Unique reference number</b>	EY443308
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1087410
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Southend-on-Sea, Essex. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She receives funding for the provision of early education for two-, three- and four-year-old children.

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

