

Childminder Report

Inspection date

Previous inspection date

21 September 2017

8 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children show high levels of confidence, independence and self-esteem. The childminder supports this well through routines, positive behaviour management and reassurance. This helps children to develop positive relationships with each other.
- The childminder has a strong commitment towards continually improving her service. She identifies areas to develop. She sources training and resources to extend children's learning and to promote children's ongoing welfare.
- The childminder supports children's language and communication skills very well. She extends their vocabulary and enhances their concentration and focus using effective questioning skills.
- The partnership with parents and their extended family is very positive. The childminder knows the family well and develops a strong professional relationship with them. This helps children to feel secure and confident when personal changes occur.

It is not yet outstanding because:

- The childminder does not always extend children's experiences that help them understand how food grows.
- Some children do not always experience the same high-quality support when moving on to a school that is not local to the childminder.

What the setting needs to do to improve further

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

- extend children's experiences further to help support their understanding of change over time
- enhance the support given to all children when making the move to their next place of learning to fully support their emotional well-being.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector spoke to the childminder and children, when appropriate.
- The inspector looked at documentation, such as policies and procedures, children's records and suitability checks.
- The inspector took into consideration written feedback from parents.
- The inspector carried out a joint observation with the childminder and discussed the impact her teaching had on the children's learning.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a confident understanding of how to help protect children from harm and the procedures to follow if she has a concern about a child in her care. The childminder reviews her service and the effectiveness her practices have on the ongoing development of children. She gains support from other childminders and the local authority and constantly evaluates the changes that she has made. The childminder has a very positive attitude towards the impact her qualifications and ongoing training have on the children in her care. She provides training and support for her assistants to ensure they are aware of their responsibilities. For example, both assistants hold a relevant paediatric first-aid certificate.

Quality of teaching, learning and assessment is good

The childminder knows the children very well and provides challenging and stimulating learning experiences for their individual abilities. She interacts positively with children, using eye contact, gestures and expression to support engagement, understanding and communication. She gives them time to think and respond to her questions during their play. The childminder has established an effective assessment programme to support children's ongoing learning. For example, she plans, observes and evaluates children's progress and identifies any gaps in their learning. She works well alongside parents and other providers to enable a shared approach to children's learning.

Personal development, behaviour and welfare are good

Children have a clear understanding of how to live healthy lives. They decide when they want to play outside in the fresh air. They learn appropriate hygiene procedures through daily routines and are encouraged to choose healthy foods and drinks. Children learn about keeping themselves safe, such as through tidying up routines. This helps to effectively promote their physical well-being. Their safety is promoted well through risk assessments. For example, when children explore the outside world by observing through the letterbox, the childminder regularly checks for additional safety measures at the front door. This allows children to carry out this activity independently.

Outcomes for children are good

Children are making good progress. They access a wealth of experiences, resources and equipment that enhances their ability to think for themselves and problem solve. For instance, children explore magnets, puzzling over the attracting and repelling sides of the equipment. Children enthusiastically explore and experiment with instruments to experience sound, vibration and changes in pitch. They experience further complex sounds and resources, such as gongs and soft hammers, feeling the vibrations ripple through their bodies. They react with awe and wonder.

Setting details

Unique reference number	EY379847
Local authority	Southend on Sea
Inspection number	1093554
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	8 May 2015
Telephone number	

The childminder registered in 2008 and lives in Westcliff-on-Sea, Essex. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder occasionally works with two assistants. She holds an early years qualification at level 5.

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