

# Childminder Report

**Inspection date**

21 November 2017

Previous inspection date

8 October 2013

<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 provides a relaxed and homely environment where children develop a positive sense of belonging. The childminder is a good role model. She encourages children's good behaviour in a calm and sensitive manner.
- The experienced childminder has a secure knowledge and understanding of how children learn through play. She interacts well with the children to support their learning and development. Children make good progress in their learning.
- Children show that they have secure and warm relationships with the childminder. This has a positive effect on their emotional well-being. Children get along well and develop friendships with each other.
- The childminder has well-established links with the local primary schools that children attend. She is committed to working together with them to ensure continuity of care and learning for the children.
- Children have daily opportunities for fresh air and exercise. This help to promote their good health and support their physical well-being. The childminder helps to extend children's social skills and confidence. For example, she plans outings to places in the community, such as the library, attends local groups with the children and regularly meet up with other childminders.

**It is not yet outstanding because:**

- The childminder does not gather precise information from parents about what their children can do at home to complement their learning further.

## What the setting needs to do to improve further

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

- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home so that this can be taken into account when planning for children's future learning.

### 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 spoke to the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of her persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to providing children with good quality care and learning experiences. She uses self-evaluation to identify ongoing improvements. The childminder attends mandatory training. She keeps up-to-date with developments in childcare practices to improve outcomes for children. The childminder observes children in their play and regularly monitors their progress by tracking their development. She keeps parents well informed about their children's day. Parents express their thoughts about the care and education provided for their children. They are very positive, stating that they would happily recommend the childminder to others. The arrangements for safeguarding are effective. The childminder understands the importance of keeping children safe and protected from harm. She has a good understanding of safeguarding procedures and is fully aware of what to do should she have any concerns about children's welfare.

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

Children freely access a wide range of toys and resources, indoors and outdoors. They know the setting very well and have the confidence to choose what they want to do and when. The childminder supports children's decision-making skills effectively. For example, children enjoy spending time outdoors. They negotiate the step down into the garden carefully and are busy, and active in the fresh air. The childminder joins in with children's play experiences. She gets down to the children's level and provides support when necessary. The childminder talks to the children as they play and asks a wealth of questions to extend their learning. She listens well to the children and sensitively repeats words back, so they can hear them pronounced correctly.

### Personal development, behaviour and welfare are good

The childminder organises her home efficiently to ensure that children can access the areas and resources safely. She regularly praises children as she recognises their efforts and achievements. Children develop good confidence and self-esteem. They learn to be polite and demonstrate good manners. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences. The childminder supports children to prepare emotionally for the next stage in their learning. For example, they become familiar with other settings when they accompany the childminder to collect older children from school. The childminder teaches children safe practices, such as crossing roads, so they learn to identify risks for themselves.

### Outcomes for children are good

Children develop many skills in readiness for the next stage in their learning, such as the move on to nursery or school. They learn to be independent. For example, children put on their own coats before going outdoors and wash their hands before meals. Children learn how to share and take turns. They have opportunities to count and identify numbers, and colours as they play. Children attend to their own personal care needs relevant to their age and ability.

## Setting details

<b>Unique reference number</b>	202526
<b>Local authority</b>	Essex
<b>Inspection number</b>	1063649
<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>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 October 2013
<b>Telephone number</b>	

The childminder registered in 1987 and lives in Colchester, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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