

# Childminder Report

**Inspection date**

15 December 2017

Previous inspection date

25 July 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		Not applicable	

## Summary of key findings for parents

**This provision is good**

- Children display strong bonds and secure attachments to the childminder. These are very successful in supporting children's feelings of security and emotional well-being.
- The childminder provides a varied range of interesting play experiences that ignites children's curiosity. Children make independent choices as they decide what they want to play with. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own play.
- Partnerships with parents are valued by the childminder. An effective two-way flow of communication supports children's welfare and their learning and development.
- Children's vocabulary and communication skills are enhanced skilfully by the childminder during daily routines and play activities.
- Children play in a secure, safe environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare.
- Children play well together and make friendships across the age groups. Older children demonstrate caring attitudes towards younger children and are positive role models.

**It is not yet outstanding because:**

- Opportunities for more precise continuous professional development are not always considered to underpin and expand on the good knowledge of the childminder.

## What the setting needs to do to improve further

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

- explore ways to engage in professional development opportunities that focus more precisely on keeping up to date with ongoing changes to current practices.

### Inspection activities

- The inspector observed activities in the house and talked with the childminder.
- 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 the suitability of household members.
- The inspector reviewed the provider's self-evaluation form.

### Inspector

Clair Stockings

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge and understanding of safeguarding policies and procedures and is aware of her responsibilities in this respect. Through self-evaluation, she takes into account the views of children and their parents and uses these to reflect on the quality of her provision. She communicates verbally with parents regarding children's welfare and experiences on a daily basis. Parental feedback is positive and reflects gratitude for the care the childminder provides. One parent writes of the childminder, 'She provides a loving, caring environment for our child after school'. These strong partnerships with parents support children's individual needs well. The childminder forges good links with the school that children attend and information is shared well to ensure continuity of care.

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

The childminder provides a welcoming environment where children demonstrate they feel happy and enjoy being with her. She knows the children very well and talks in detail about their stage of development. Children receive good attention and relax after their day at school. The childminder introduces some planned activities to offer variety, including art and craft. Children enjoy socialising with others of different ages. They develop positive relationships with each other and settle well. Children express their views and say they like coming to the childminder's home. They enjoy the activities and playing with friends. They relax or are active according to their needs. Children are developing good communication skills and have their vocabulary well supported and promoted. For example, the childminder engages children in conversation as together they play with a selection of construction bricks to create individual models of their own design. This is one of the many ways that the childminder supports children's continuity of learning.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder is a good role model through being happy, calm and kind towards the children. She sets clear house rules and boundaries. The childminder manages behaviour positively through using praise and encouragement and is consistent in her approach. The childminder spends time getting to know the children and their families well. Parents are positively encouraged to share information with the childminder to help them settle. She takes time to give each child individual attention so that they feel they are special and valued. During teatime, children sit together talking to each other and to the childminder. Children are encouraged to follow good hygiene routines. They have a good understanding of keeping healthy and safe and respond well to the childminder's expectations.

## Setting details

<b>Unique reference number</b>	EY218086
<b>Local authority</b>	Essex
<b>Inspection number</b>	1064283
<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>	4 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 July 2013
<b>Telephone number</b>	

The childminder registered in 2002. She provides care for children before and after school, Monday to Friday, term time.

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