

Childminder Report

Inspection date

19 January 2018

Previous inspection date

30 July 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is extremely caring and is highly responsive to the individual needs of the children. Children develop very secure emotional attachments to the childminder and demonstrate that they feel very safe and secure in her care. This supports their confidence and emotional well-being superbly.
- The environment is interesting and stimulating. Children show great confidence as they explore the stimulating environment happily and with self-assurance. All children are making good progress.
- Parents comment positively about the childminder. They say that she provides their children with a good combination of education, enjoyable activities and care.
- The childminder has made strong links with other early years settings that children attend. She is proactive in sharing information. This enables her to support the learning that takes place across all aspects of children's lives.

It is not yet outstanding because:

- On occasion, the childminder does not focus precisely on extending the learning for the most-able children.
- The childminder's professional development programme is not targeted sharply enough on raising the standard of teaching to an exceptional level.

What the setting needs to do to improve further

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

- focus more precisely on extending the most-able children's learning to help them make even more rapid progress
- extend the programme of professional development to enhance the already good teaching practice.

Inspection activities

- The inspector observed the quality of teaching during activities in the childminder's home and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents by reading the written feedback provided.
- The inspector spoke to children during the inspection.
- The inspector discussed and evaluated an activity with the childminder.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs and symptoms of abuse. She knows the local safeguarding procedures to follow in the event of a concern about a child in her care. The childminder carries out daily risk assessments of her home and on outings. She ensures that the environment is safe and secure for children to play in. The childminder works well with parents. She shares daily information with them about the children's care, learning and development and offers suggestions on how they can help extend learning further at home. Self-evaluation is effective. The childminder seeks the views of parents and children to help her review her provision and identify ways in which she could improve further.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She completes ongoing observations and assessments of children's progress. This helps her to ensure they continue to move on in their development, so that she can close any gaps in learning. The childminder uses everyday experiences to help support children's understanding of counting and their use of mathematical language. For example, she encourages younger children to count with her as they play a ball game together. The childminder supports children's literacy skills well. For example, she encourages younger children to turn the pages as they look at books together. She talks to older children about what could be happening in the story. Children develop a keen interest in books.

Personal development, behaviour and welfare are outstanding

Children's happiness, well-being and safety are given the highest priority by the childminder. Children have formed exceedingly strong relationships with the childminder who knows them extremely well. Children's behaviour is exemplary. They delight in the praise and encouragement they receive from the childminder for their achievements. Children demonstrate extremely high levels of confidence and self-esteem. They happily engage in social conversations with the childminder and visitors to the setting. For example, during snack time, they talk about their interests and families and learn more about other people's lives. The childminder sensitively encourages children to value and respect each other. Healthy lifestyles are promoted very effectively. Children are provided with a wide variety of healthy snacks and meals. They understand the importance of washing their hands before they eat and they participate in robust hygiene routines.

Outcomes for children are good

All children make good progress. They are keen and motivated to learn. Children freely access resources in the childminder's playroom to support their interests. This gives them choices and promotes their independence. Children gain good skills to help them with their future learning, including their eventual move on to school.

Setting details

Unique reference number	404136
Local authority	Essex
Inspection number	1103792
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	30 July 2014
Telephone number	

The childminder registered in 1993 and lives in Chelmsford, Essex. The childminder operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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