

Childminder Report

Inspection date

1 February 2018

Previous inspection date

5 November 2013

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

- The experienced childminder demonstrates a secure knowledge and understanding of how children learn. She supports their play and learning well to help them to make good progress.
- The childminder provides a warm child-centred environment. She organises her home efficiently and children access the areas and resources safely. The childminder completes daily checks of her home to ensure that all areas used by the children are safe and suitable.
- Children show that they have a warm and secure relationship with the childminder. This has a positive impact on their emotional well-being. The childminder gets to know the children well and is very responsive to their individual needs.
- 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 helps to promote their good health and support their physical well-being.

It is not yet outstanding because:

- The childminder does not engage all parents effectively enough in their children's learning to promote better consistency between the setting and home.
- The childminder does not check all children's progress robustly enough to enhance planning and help them make more rapid progress.

What the setting needs to do to improve further

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

- engage all parents to be fully involved in their children's learning, to share what children learn at home, to promote more consistency between the setting and home
- strengthen the monitoring of all children's progress to further enhance planning for their future learning, so they have opportunities to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, such as records of children's learning and development, and a selection of policies and procedures.
- The inspector completed a joint evaluation of an activity with the childminder and spoke to children during the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of 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 keeps up to date with developments in childcare practices and shares ideas with other childminders, to adapt and introduce new activities for children. She uses self-evaluation well to identify ongoing improvements. Parents are very positive about the childminder, and the care and learning she provides their children. 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

The childminder provides a very well-resourced environment. Children freely access a wide range of toys. Babies have ample space to move and practise their early walking skills. The childminder supports children's decision-making skills effectively and joins in with their play experiences. She gets down to the children's level and talks to them as they play. The childminder recognises when children begin to lose interest in activities, and extends their learning further or redirects their play. She supports children's speech and language skills well. The childminder responds well to young children's vocalisation and babbles. She adds new words into children's vocabulary. For instance, the childminder names the different toy animals as children place them into a push-along toy bus. She uses opportunities well to incorporate numbers into children's play.

Personal development, behaviour and welfare are good

The childminder follows children's home routines to promote continuity of care. Children settle quickly. They confidently explore their environment and demonstrate that they feel happy and safe in the childminder's care. Children learn how to share, take turns and work together. 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 teaches children safe practices, such as crossing roads, so they learn to identify risks for themselves. 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 children from school.

Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or starting school. For example, they develop their independence as they explore at their own pace and select the items they wish to play with. Young children are inquisitive as they investigate musical toys. They enjoy opportunities to develop their physical skills, for example, as they move to musical rhymes. Children have opportunities to develop their early writing skills. They enjoy looking at books independently and with the childminder. Children attend to their own personal care needs relevant to their age and ability.

Setting details

Unique reference number	EY103696
Local authority	Essex
Inspection number	1064265
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	5 November 2013
Telephone number	

The childminder registered in 1996 and lives in Colchester, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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