

# Childminder Report

<b>Inspection date</b>	7 March 2018
Previous inspection date	23 May 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 welcoming environment where children are happy and confident. She offers an exciting variety of resources and activities, indoors and outside, to support children's good progress in their learning and development.
- The childminder works hard to ensure that children settle quickly in her care. She appreciates the need for children to feel safe and secure before they are left with her for any period of time. Parents praise this flexible approach.
- The childminder knows the children in her care well. She offers a relaxed approach to learning, planning activities that interest the children and that are flexible, so children take the lead in their learning.
- The childminder uses the nearby amenities to offer children experiences in a number of different environments. For example, she visits the local park and toddler groups with the children to provide stimulating play experiences. These visits help children to learn about the wider world and support good progress in their learning and development.
- Children play in a safe, secure environment where the childminder completes daily safety checks and regularly reviews risk assessments to promote their welfare.

### It is not yet outstanding because:

- Although the childminder has completed mandatory training and undertaken some professional development, she does not focus specifically on developing an expert knowledge of teaching and learning.
- The childminder does not consistently share ideas with parents about how they can support their children's learning at home.

## What the setting needs to do to improve further

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

- source further opportunities for professional development to increase knowledge and raise the standards of teaching to the highest possible level
- provide parents with more guidance and ideas about how to support their children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures.
- The inspector checked evidence of the suitability of the childminder and those living on the premises.
- The inspector took account of the views of parents, provided through written comments in cards and letters.

### 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. Parents demonstrate high levels of satisfaction and are very complimentary about the childminder. 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. This enables her to identify areas for development and plan for improvements to the service she provides.

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

The childminder is knowledgeable and experienced. She understands how children learn through play. She knows the children very well and talks in detail about their strengths and areas for further development. The childminder monitors children's progress accurately. She uses this information well to plan an abundance of activities and experiences that helps children to make good progress. Children are enthusiastic and motivated in their play. For example, they are keen to join in with singing familiar rhymes and songs. The childminder gives high priority to promoting children's communication and language development. She speaks clearly and helps young children to build their vocabulary as they share a favourite book. She helps children to talk about what they are seeing and doing and to take part in conversations and express their needs. Children quickly gain confidence in this area and progress well.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment where children demonstrate they feel happy and enjoy being with her. The childminder is a good role model through being happy, calm and kind towards children. She manages behaviour positively using praise and encouragement and is consistent in her approach. Children develop strong bonds with the childminder and demonstrate that they feel safe and secure in her care. They chatter confidently to the childminder and show affection and trust. The childminder collects detailed information from parents about children's care needs and routines when they start and obtains daily updates from parents to support their needs. This helps to meet their care needs effectively. She takes time to give each child individual attention, so that they feel special and valued. Good opportunities for outdoor physical activity contribute well to children's good health.

### Outcomes for children are good

Children are making good progress in their learning from their initial starting points. The childminder identifies any gaps in children's learning and helps to ensure that these are quickly closed. Children are provided with opportunities that stimulate their desire to gain new information and to learn. They show emerging levels of independence in their self-care, appropriate to their age, and are keen to do things for themselves. Children develop key skills that will assist them as they move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY433690
<b>Local authority</b>	Essex
<b>Inspection number</b>	1065741
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 May 2013
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Kelvedon Hatch, Essex. The childminder works all year round from 7am to 7pm, on Monday to Friday, except during bank holidays and family holidays.

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