

Childminder Report

Inspection date

9 March 2018

Previous inspection date

22 October 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 childminder monitors her practice well to work towards continuous improvement and ensure children receive a good-quality care, teaching and learning experience.
- The childminder builds friendly and trusting partnerships with parents. She keeps them fully informed about their child's day and learning.
- The childminder knows the children well. Activities provided are interesting and motivate children to play, learn and make good progress.
- The childminder promotes children's thinking skills carefully. She asks questions to challenge their thinking and gives them time to consider and express their own responses. Children are confident communicators.
- Children's emotional well-being is supported effectively. They are happy, settled and enjoy their time in this welcoming childminding setting. Children build close emotional attachments to the childminder. They readily go to her to share their play.

It is not yet outstanding because:

- The childminder currently focuses on finding out about children's care needs when they first attend her setting. She does not always gather precise information from parents about what children already know and can do. This does not enable her to immediately identify what children need to learn next.
- The childminder does not always pronounce initial sounds accurately when supporting children's developing awareness of letter names and sounds.

What the setting needs to do to improve further

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

- seek more detailed information from parents about what children already know and can do when they first start attending
- make the most of opportunities to help children learn to hear and say the initial sounds correctly, to fully promote their early reading skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises and manages her setting well. She regularly meets with other early years professionals. This enables her to share ideas about good practice and helps her to keep up to date with current guidance and legislation. The childminder completes training and reflects on what she has learned. For example, she has completed training in how to recognise when children and families are at risk from extreme behaviours or views and what she needs to do about this. Partnerships with parents are good. Parents appreciate that their children spend their days, 'In a home-from-home environment'. Parents describe the childminder as, 'Kind, caring and trustworthy'. Safeguarding is effective. The childminder has a good awareness of the signs and symptoms of abuse. She knows how to report child protection concerns to safeguard children's well-being.

Quality of teaching, learning and assessment is good

The childminder provides a stimulating learning environment. Toys and resources are stored well to enable children to select for themselves, promoting their independence and confidence. The childminder is actively engaged in the children's play. She guides their learning effectively. For example, when children show an interest in initial letters, the childminder extends the activity to encourage children to attempt to write their first name. Children understand that print carries meaning and ask the childminder to read information on packaging. She readily does this. The childminder is led by what children want to do and encourages them to experiment and explore. For example, when children take part in a game of balancing blocks on a wobbly base, the childminder readily encourages them as they explore on which surface it will be most stable.

Personal development, behaviour and welfare are good

The childminder continues with established care routines for sleeping and feeding, effectively supporting children to develop a good sense of belonging. She supports children's developing awareness of managing their own emotions and behaviour. Children learn about the need to share resources, take turns and consider the feelings of others in a calm, gentle environment in which the childminder is a good role model. She is exceptionally caring with the children and builds their self-esteem. Children enjoy the 'high five' and 'high ten' that they receive as reward for their individual efforts. Children develop positive attitudes to others. They learn about people and communities beyond their immediate experience. Children have daily opportunities for exercise and fresh air. This helps to promote their good health and physical well-being.

Outcomes for children are good

The childminder regularly checks children's learning to ensure that they are making good progress. Children are confident and motivated learners. They develop the key skills needed for the next stage in their learning. Children are beginning to write the letters of their first name. They count accurately, saying a number name for each item, and recognise numerals and shapes. Children are independent and manage their own personal hygiene and self-care skills.

Setting details

Unique reference number	EY462280
Local authority	Essex
Inspection number	1066877
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	22 October 2013
Telephone number	

The childminder registered in 2013 and lives in Little Oakley, Harwich. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. Childcare at weekends and bank holidays is available by arrangement.

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