

# Childminder Report

**Inspection date**

23 March 2018

Previous inspection date

11 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 has fully addressed the action raised at her last inspection. She has provided Ofsted with the required information to complete suitability checks of household members. She demonstrates a good knowledge of the notification requirements.
- Children are happy, settled and show high levels of emotional well-being. The childminder is sensitive to their individual care and learning needs and adapts her approach to meet these sensitively.
- The childminder accurately assesses children's learning and uses her very good understanding of child development to provide activities, which she matches well to each child's individual needs. All children are making very good progress in their learning.
- Partnership with parents is very strong. The childminder provides daily feedback informing parents of what their children enjoy and achieve each day. She regularly discusses how parents can continue to support children's learning at home.

### It is not yet outstanding because:

- The childminder has not fully explored ways to raise her quality of teaching to the highest level.
- Self-evaluation is not sharply focused on targeting priorities for improvement that help to raise the quality of the setting to an outstanding level.

## What the setting needs to do to improve further

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

- extend knowledge and skills even further to sustain children's progress at the highest levels
- strengthen the process for self-evaluation to target priorities for further improvement that help to raise the quality of practice to an outstanding level.

### Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding training ensures that the childminder is clear about the procedures to follow if she has concerns about a child's welfare. For example, she knows how to identify any children who may be at risk of harm from extreme behaviours and views. The childminder regularly checks the environment to keep it free from hazards and helps children understand how to stay safe. A smooth exchange of information with children's parents underpins every level of her practice. For example, her contracts and policies are clear, she establishes children's starting points with parents and they work together effectively to promote children's achievements.

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

The childminder provides a stimulating environment, giving children plenty of choice in their play. Children confidently select what they would like to do next. The childminder gets down to the children's level and joins in their play experiences. She talks to children and ask questions. This is one of the many ways that she skilfully supports children's communication skills. The childminder supports children's mathematical understanding. She encourages them to count objects as they play and introduces younger children to the names of different shapes.

### Personal development, behaviour and welfare are good

Children are happy and settle quickly in the childminder's care. They seek out the childminder for comfort and help when they need it. The childminder is a good role model. She has a consistently warm and caring approach and offers children gentle guidance and praise. Children feel highly valued and their emotional well-being is very well supported. They show high levels of interest in activities and are inquisitive to learn new skills. The childminder provides a range of nutritious snacks. Children benefit from opportunities to play and enjoy fresh air. This has a positive impact on children's health and well-being.

### Outcomes for children are good

Children make good progress in their learning and development. Their personal, social and emotional development is very well supported. For example, they follow rules and routines and confidently lead their own play. Children are self-assured and show good levels of independence. They become confident communicators and clearly express their wishes and needs. All children are acquiring the skills to support their next stage of learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY410064
<b>Local authority</b>	Essex
<b>Inspection number</b>	1116361
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 October 2017
<b>Telephone number</b>	

The childminder registered in 2010. She lives in Witham, Essex. She operates during school term time from 7am to 6pm, Monday to Friday.

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