

# Childminder Report

**Inspection date**

10 April 2018

Previous inspection date

25 August 2015

<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 has recently made significant improvements to ensure that children play in a safe and welcoming family home. She has ensured that her co-childminders and assistants have a greater understanding of health and safety issues. They all carry out thorough risk assessments to ensure that hazards are removed or inaccessible to children.
- Children feel emotionally secure and learn effectively through play and exploration. They make good progress and develop the skills they need for future learning.
- The childminder has strong partnership with parents. She exchanges daily information about children's learning and offer ideas for activities to help parents feel fully involved.
- The childminder monitors and evaluates her practice well. She continually reviews activities, assesses the strengths and weaknesses and identifies areas for improvement.

### It is not yet outstanding because:

- The programme for professional development has not yet been fully developed to consider how the childminder and her assistants will enhance the quality of their practice to reach an outstanding level.
- On occasions, the childminder does not fully consider how children of different ages can be fully involved when taking part in planned activities together.

## What the setting needs to do to improve further

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

- build on the programme of professional development to extend skills and knowledge further and raise the quality of teaching of everyone who works with the children to the highest level
- strengthen the planning of group-time experiences, particularly for the youngest children and help inspire their curiosity and extend their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector viewed a focused activity with the childminder and discussed the children's progress and achievements.
- The inspector held discussions with the childminder, her co-childminders and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons working and living in the household.
- The inspector took account of the views of parents spoken to on the day and from their written comments in the learning journals.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified childminder takes the lead in managing the childcare service offered from her home. She has fully addressed the weaknesses identified at a recent visit by inspectors. She ensures that documentation is recorded accurately and confidentially. Arrangements for safeguarding are effective. The childminder has reviewed her safeguarding policies and procedures. These now underpin practice well and are shared with co-childminders, assistants and parents. The childminder understands the signs that may cause her to be concerned about a child's welfare and knows the contact details for the relevant child protection agencies. She is also fully aware of when she needs to notify Ofsted about any significant changes or events. The childminder has good links with the local school and pre-school. When children also attend other settings, she shares information with key persons to promote continuity in learning and development.

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

The childminder knows the children well and has high expectations for their learning. She assesses children's progress effectively and identifies areas where she needs to support their learning further. The childminder monitors the progress children make to ensure that children are fully supported across all areas of learning. She uses fun and interesting ways to extend children's communication and language skills. Children are enthralled listening to stories. The childminder uses a wide range of questioning techniques, introduces new words and allows children time to be able to think and answer. This also supports children to develop their listening and attention skills. Good use is made of the garden and outings to help develop children's understanding of the natural world. Children show great excitement as they go on bug hunts in the garden and are keen to show the childminder and visitors their findings.

### Personal development, behaviour and welfare are good

Children have good social skills. The childminder skilfully supports them to make new relationships, build self-confidence and manage their feelings and behaviour. Snacks and mealtimes are very sociable times. The children sit together and the childminder encourages them to listen to each other as they share information, promoting friendships between the children. The childminder encourages and reinforces good hygiene practices. Children wash and dry their hands with little support from the childminder. The childminder promotes healthy eating well. Children talk about the food that is good for them and can identify food that they only eat as a treat.

### Outcomes for children are good

Children make good progress from their starting points. Older children show good levels of concentration and persevere to develop new skills. They independently select their resources and equipment and share their ideas about how to extend activities. Children show an early interest in books, reading and rhymes. They learn about different shapes and colours and count confidently during play. Children are well prepared for their next stage in learning, including their eventual move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY421386
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1133345
<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>	1 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 August 2015
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Shoeburyness, Essex. She operates for 50 weeks a year from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder holds an appropriate qualification at level 6 and has qualified teacher status. The childminder works with two co-childminders or assistants. She is also registered to work from an approved non-domestic premises to provide out-of-school care.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

