

# Childminder Report

**Inspection date**

30 April 2018

Previous inspection date

20 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Excellent use is made of the local community and further afield to widen children's understanding of the world and to give them many different learning opportunities.
- High standards of cleanliness and healthy, nutritious food and snacks help to promote children's good health. Children learn about the importance of cleaning their teeth after meals and talk about the types of food that will help them to grow.
- Children form close bonds with the childminder and each other. They demonstrate that they are very much at home, happy and comfortable in the setting. Children greet each other eagerly and throughout the day they play sociably together, taking turns and sharing their ideas for play.
- The quality of teaching is good. The childminder provides a wide range of exciting, activities and experiences to further children's learning. The childminder knows each child well and engages them in conversations about their latest interests.
- The welcoming environment helps children to enjoy and achieve well. Resources are plentiful, well selected and organised to further children's learning effectively. Children make good progress in relation to their starting points.

### It is not yet outstanding because:

- The childminder does not always recognise when younger children are ready to move on from an activity and explore other learning opportunities.

## What the setting needs to do to improve further

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

- recognise signs that children are becoming ready to move on from an activity or need support to explore and engage with other experiences, to enhance and broaden their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated a joint observation with the childminder.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all persons living in the household. The inspector discussed with the childminder how she reflects on her practice.
- The inspector took account of the views of parents through written feedback they sent to the inspector.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a very good understanding of child protection issues and local safeguarding procedures to follow if she has any concerns about a child's welfare. She takes time to ensure that her assistants understand how to record and report without delay any concerns they have. Staffing is organised well to keep children safe. Attention to reading and training helps to support the development of practice. Thorough checks of the premises are undertaken each day to ensure children are cared for in a safe and suitable environment. The childminder and her assistant teach children how to keep themselves safe. For example, in addition to discussions about road safety, children learn to identify and practise safe places to cross when walking to the local park. The childminder reflects on her practice and seeks the views of her assistants, children and their parents to make further improvements to her provision. This includes identifying any further training needs to help to develop her childcare knowledge.

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

The childminder and her assistants observe children during activities and are aware of the progress they are making. Parents are kept well informed about their children's day and are encouraged to share learning that happens at home or other settings children attend. This helps the childminder to support continuity in each child's care and learning. Children's language development is supported very well throughout all activities. The childminder repeats words back to children so they hear the correct pronunciation of words. Additionally, she allows children time to initiate conversations and respects their thinking time to help them to develop their interaction. As a result, children are developing an increasingly wide vocabulary and are keen to express their thoughts.

### Personal development, behaviour and welfare are outstanding

The childminder and her assistants are exceptionally kind, caring and nurturing. They treat children respectfully and value their differences. Children behave very well and there is an extremely friendly, happy atmosphere. They learn from each other and older children include and support younger peers in games. They encourage them to create dens from cardboard boxes and include them in pretend play as they busily make imaginary meals and drinks. The childminder teaches children about the importance of being kind to each other. They learn to socialise politely with others during their fortnightly visits to elderly residents. The organisation of the setting provides children with a wealth of opportunities to explore the outdoors. They have the space to develop essential physical skills and learn about nature as well as getting plenty of fresh air.

### Outcomes for children are good

Children make good progress and are well prepared for their next stage in learning or move on to school. They develop practical skills, such as putting on their coats and managing their personal care. They recall events they have enjoyed, for example, when they took the train for an outing to a nearby town and fed the ducks. Children concentrate and persevere at tasks, and enjoy the challenge of using different types of equipment, such as tweezers and cotton reels.

## Setting details

<b>Unique reference number</b>	EY464246
<b>Local authority</b>	Essex
<b>Inspection number</b>	1134414
<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 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 January 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives in a house in Braintree. The childminder works with assistants and has another registration providing childcare on domestic premises from the same address. The setting opens from Monday to Friday, all year around. Sessions are from 8am until 6pm.

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