

# Childminder Report

**Inspection date**

18 June 2018

Previous inspection date

2 July 2014

<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 carefully observes and assesses children's learning. She knows the children well and provides challenging activities and resources that reflect their interests and needs. Children make good progress from their starting points.
- Children are happy and settle quickly in the caring and friendly environment. They form strong emotional bonds with the childminder and other children.
- The childminder implements good procedures to keep children safe. For example, she carries out regular risk assessments of her home and for each outing.
- The childminder frequently evaluates her practice. She regularly seeks the important views of parents and children. The childminder uses this information when identifying and setting new targets for improvement and development in her practice.
- The childminder offers lots of praise and encouragement which boosts children's confidence. For example, children show a great sense of achievement when they are praised for their mark making.
- The childminder builds strong relationships with other providers, including the local schools. This helps to ensure consistency for all children's care and learning.

### It is not yet outstanding because:

- The childminder does not consistently encourage all parents to be involved in children's learning and share what they know about their child's ongoing achievements at home.

## 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 already strong partnerships with parents and provide further opportunities for them to contribute to their children's learning and assessments.

### 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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures that she and her assistant keep their child protection knowledge fully updated. This means that all adults working with the children know what to do should they have any concerns about a child. The childminder teaches children from a young age how to leave her home safely in the event of an emergency. She makes very good use of training and opportunities for professional development to enhance her skills and gain new knowledge. The childminder ensures that she always keeps herself up to date with any new developments in relation to children's safety and welfare. Parents give very positive feedback. They comment that the childminder is very experienced and that communication between them is excellent.

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

The childminder gathers detailed information from parents about what children are able to do when they first start. She uses this information, alongside her own observations to identify children's starting points for learning. The childminder promotes children's interest in nature well. For example, they read books about insects, and grow and care for vegetables. Children find out about the wider world. For instance, they explore a range of cultural festivals throughout the calendar year and they play with toys that depict positive images of diversity. The childminder visits local toddler groups and parks with the children. These help to develop children's awareness of the local community. During activities, the childminder promotes children's language and mathematical skills well. This includes using a range of questioning techniques and giving children time to think.

### Personal development, behaviour and welfare are good

The childminder encourages children's independence and physical skills from an early age. Children visit the local parks where they practise their skills further, using a range of more challenging equipment. The childminder provides well-balanced nutritious meals and snacks that acknowledge children's dietary requirements. Young children learn how to drink from an open cup without spilling the contents and they confidently learn to feed themselves. Children behave very well for their ages. They show good manners and are encouraged to say 'please' and 'thank you'. The childminder supports children in learning to share and take turns kindly with others. The childminder is consistent in her approach to promote positive behaviour and children's well-being. Children know and follow routines well.

### Outcomes for children are good

Children are curious and display a deep involvement in their learning. They are learning the skills they need in preparation for starting nursery or school. Children develop early literacy skills. For example, they cuddle up to the childminder to listen to stories. They begin to use phonics to identify key letters in their names. Children are developing mathematical skills during their play. For example, the older children learn to write and recognise numbers. Younger children learn about shapes as they complete shape puzzles.

## Setting details

<b>Unique reference number</b>	EY306574
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1104347
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 July 2014
<b>Telephone number</b>	

The childminder registered in 2005 and lives in Southend-on-Sea. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for two-, three- and four-year-old children. At times, the childminder works with an assistant.

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

