

Childminder report

Inspection date	29 October 2018
Previous inspection date	8 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder keeps her knowledge and skills up to date. She completes her own research and regularly evaluates the quality of her provision for children. She seeks the views of parents and other professionals to help her to identify ways to enhance children's experiences.
- The childminder supports children's communication and language skills well. She introduces new words for children to hear and repeat. She comments on what they do. Children listen to the childminder and respond well to her instructions.
- The childminder follows children's interests as they play to enhance their learning. Children engage well in the interesting activities that the childminder plans for them.
- The childminder encourages children to be kind to others. Children build good friendships with each other. The childminder adopts successful strategies to promote children's positive behaviour.
- Children are happy and settled in the childminder's care. They are confident to choose what they want to do and are willing to complete small tasks for themselves.

It is not yet outstanding because:

- On occasions, the childminder asks children questions that are beyond their capabilities and they do not reply. Sometimes, she answers the questions that she asks children. This impedes children's ability to develop their critical-thinking skills.
- The childminder does not precisely monitor children's progress, including those who exceed typical development levels for their age. Children do not benefit from aspirational learning opportunities, based on their exact levels of development.

What the setting needs to do to improve further

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

- enhance questioning skills so that questions are precisely targeted to children's capabilities and enable them to extend their critical thinking skills
- strengthen systems to monitor children's progress from entry and use the information to plan high-quality learning opportunities that reflect children's precise level of development and supports their rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this had 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 all persons living and working on the premises.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands how to keep children safe. She supervises children closely and teaches them how to identify and manage risk for themselves, such as when using scissors. The childminder completes ongoing safety checks and keeps the premises safe and secure for children. She knows how to identify signs that a child may be at risk of harm. She has robust procedures to ensure that she reports her concerns quickly and to the appropriate professionals. The childminder follows her robust policies and procedures to maintain children's welfare. She gathers detailed information from parents when children first start to help children to settle and to plan for their learning and care needs. She shares information with parents about children's learning. Parents comment positively about the care that children receive and the good progress that they make.

Quality of teaching, learning and assessment is good

The childminder knows children well and plans interesting learning opportunities for them. Children eagerly join in with activities. The childminder encourages children to experiment and mix colours when they paint. They follow her suggestions and show good levels of focus. They excitedly and confidently identify the colours. The childminder talks to children about the natural world. She introduces new vocabulary and talks to them about the features of different seasons. Children discuss that leaves fall from the trees in autumn and the childminder explains that hedgehogs hibernate in winter. Children enjoy singing rhymes. The childminder joins in with them to teach them additional verses. Children freely access books. They identify different fruits in the book. The childminder relates their learning to past experiences and children recall when they went shopping for fruit.

Personal development, behaviour and welfare are good

Children develop a close attachment to the childminder. They are confident to ask for help when needed and enjoy playing alongside her. The childminder is a good role model. She consistently encourages children to use good manners and supports them to share resources and take turns. She is perceptive to children's changing moods. She gives them time and space when needed and sensitively coaxes them back to activities when they are ready. The childminder praises children often for their achievements to support their self-esteem. Children visit local parks and access large play equipment. They climb and balance safely. They exercise in the fresh air and develop their physical skills. The childminder promotes healthy eating. She works together with parents to ensure children eat healthy food. The childminder provides children with healthy snacks.

Outcomes for children are good

Children progress well in their learning. They are active and motivated learners. They enjoy participating in varied learning opportunities. They concentrate well and show determination to achieve their desired goal. Children communicate well and develop good social skills. Children develop important skills to help to prepare them for the next stage in their learning, such as school.

Setting details

Unique reference number	EY309458
Local authority	Essex
Inspection number	10081455
Type of provision	
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	2 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 July 2016

The childminder registered in 2005 and lives in Colchester, Essex. She operates all year round on Mondays, Tuesdays and Thursdays from 8am to 6pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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