

Childminder report

Inspection date	6 November 2018
Previous inspection date	18 December 2014

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 understands the children well. She understands their individual personalities and how to ensure their good behaviour. She sets consistent boundaries for children's behaviour to support their well-being and security.
- The childminder builds good relationships with parents. She works in partnership with parents and shares information with them daily about their children's progress and development.
- Children enjoy the warm and homely environment and they settle well in the childminder's care. They develop a sense of belonging as they become familiar with the setting and they bond well with the childminder. This helps them to feel safe.
- The childminder knows how children learn. She observes their play and accurately identifies what they need to learn next. She understands children's preferences and builds on these and their interests to motivate them to learn more.
- The childminder reflects on the quality of her teaching and the activities that she provides. She asks parents and children for their views on her setting and makes plans to continually develop her knowledge and skills.

It is not yet outstanding because:

- The childminder does not consistently support children to extend their learning about shapes, counting and numbers.

What the setting needs to do to improve further

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

- extend children's understanding of mathematics during play and enhance their knowledge of shapes, numbers and counting.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children.
- The inspector looked at relevant documentation, such as children's records, suitability and qualifications and policies and procedures.
- The inspector took account of the views of parents by reading written testimonials.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

The childminder completes a home diary for each individual child. This gives details of children's achievements and special moments during the day. She keeps records of their development and these help her to understand the next stages in children's learning. Safeguarding is effective. The childminder is very clear about her responsibilities to keep children safe. She takes regular training and works in partnership with other providers to ensure her knowledge is up to date and accurate. The childminder has clear policies and procedures. She knows how and where to report any concerns about children's well-being and safety. She carries out risk assessments of her premises and on outings to keep children safe. She conducts termly fire evacuation procedures so that children know what to do if an emergency occurs.

Quality of teaching, learning and assessment is good

Children thrive in the childminder's care and they make good progress in their learning. Their communication and language development is very good. Children are confident talkers and have a wide vocabulary. The childminder holds conversations with the children and asks them questions about their activities at home. The childminder encourages children's physical development through exercise and play. For example, children learn to swim independently and they enjoy walks in the countryside. The childminder provides opportunities for children to develop their creative abilities. Children concentrate as they draw and the childminder talks to them about the colours they are using. They practise their small-muscle skills as they peel paper from stickers and fit pieces of jigsaw puzzles together.

Personal development, behaviour and welfare are good

The childminder takes children out every day into the local environment to socialise with other children and adults. Children enjoy feeding and stroking the animals at a local farm and they learn about nature. The childminder teaches children about the world and asks them to point to the place they live on a map. Children learn about other cultures and about people who are similar or different to themselves. Children enjoy playing with toys that represent real life. For example, they pretend to speak to their parents on toy telephones and pretend they are shopping. Children talk about events they have enjoyed, such as strawberry picking with their friends. Children learn to be kind to their friends, speak with good manners and take turns and share.

Outcomes for children are good

Children make good progress in their learning in readiness for school. They are active learners. They learn how to hold a pencil and make deliberate marks on paper. They enjoy a challenge as they build towers with wooden blocks. Children are imaginative. For example, they play with small-world toys and make up stories about the characters. They reflect on their emotions and remember that they did not like the noise of fireworks. They talk about the people who are important to them at home.

Setting details

Unique reference number	506264
Local authority	Essex
Inspection number	10069328
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 December 2014

The childminder registered in 1999 and lives in Billericay, Essex. She operates all year round from 7am to 6.15pm, Monday to Friday, except for bank holidays and family holidays.

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