

# Childminder report

<b>Inspection date</b>	19 November 2018
Previous inspection date	22 April 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 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

- Children are happy and settled. The welcoming childminder provides a nurturing environment where children settle well. She supports children's emotional well-being effectively. Children develop a strong sense of belonging and clearly feel relaxed and at ease in the childminder's care.
- Children's behaviour is good. The childminder is a positive role model and helps them to understand about sharing and taking turns. Children show care and tolerance towards each other. They enjoy the childminder's enthusiastic praise for their efforts and confidently welcome her into their play.
- Opportunities for children to develop healthy lifestyles are highly evident. Children are taught to follow good hygiene routines, and they benefit from regular play in the outdoors and physical exercise.
- Children's communication and language development is supported well. For example, the childminder repeats key words and phrases and introduces new vocabulary as they play. Children make good overall progress from their starting points.
- Partnerships with parents are strong. Parents are encouraged to share what they know about their child when they start attending the setting. The childminder also makes sure they are kept updated and involved in their child's ongoing progress and learning.

### It is not yet outstanding because:

- Although there is a large range of toys and equipment, these are not always organised to enable children to independently select and use them to support and adapt their own play.
- Children have fewer opportunities to develop their understanding of similarities and differences between people in their community and the wider world.

## What the setting needs to do to improve further

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

- review children's access to the resources on offer, to enable them to make better informed and independent choices during their play and to enhance their play and ideas further
- further explore how to enhance children's understanding and knowledge of similarities and differences between people in their community and the wider world.

### Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection and invited her to complete a joint observation of an activity.
- The inspector observed the quality of interactions and teaching, and assessed the impact this has on children's development.
- The inspector looked at a range of documentation, including the daily register and children's learning and assessment records.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.
- The inspector viewed the areas of the premises used for childminding.

### Inspector

Alexandra Brouder

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse that may give her cause for concern about a child's welfare. She has clear procedures in place to report such concerns should they arise. The childminder attends regular training in safeguarding to ensure she has the most up-to-date knowledge to help keep children safe. She is vigilant about providing a secure and safe environment to promote children's welfare. The childminder evaluates her practice and meets with other childminders to discuss and share good practice in order to enhance the provision for children. She values the views of parents to help inform this process. Parents comment on the good-quality care and learning offered to their children. Records, policies and procedures which underpin the provision are well-organised and implemented by the childminder to support the safety, health and well-being of children.

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

The childminder completes regular and accurate observations and assessments of how children learn. She uses these to plan and provide activities to support children's learning and interests. For example, she knows that children like to construct and build, so she provides resources that enable them to do this. Children are actively engaged in play and clearly enjoy their time in the setting. They show good problem-solving skills. For example, they work together to connect and construct plastic tubes, each taking an end and carefully moving this from one end of the play area to the next. They can name colours when asked and show good skills in counting. Children show a developing understanding of the world as they look through books with the childminder. They talk about food that animals eat and recall seeing the squirrels eating acorns, when using leaves collected from a walk.

### Personal development, behaviour and welfare are good

The childminder sets simple rules for children to follow and helps children to be consistently polite and respectful. Children use their manners well and, in the main, do this without being prompted. The childminder helps children to learn the importance of being safe. For example, she ensures they have ample opportunities to learn how to cross roads in safety. Parents comment on the positive impact this has had on their children's understanding during walks with them. Further to this, the childminder reminds the children to tidy away activities to 'keep areas safe'. The childminder uses the local community, such as toddler groups and parks, to extend children's learning. This helps children to build relationships with others and develop their social skills in readiness for school.

### Outcomes for children are good

All children make good progress in their learning and development. Children develop their independence as they wash their hands with minimal support before snacks and after using the toilet. They put on their own coats and shoes in readiness for using the outdoors. Children are well prepared for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	560002
<b>Local authority</b>	Essex
<b>Inspection number</b>	10070300
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	22 April 2015

The childminder registered in 1995 and lives in Wickford, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

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