

Childminder report

Inspection date	31 January 2019
Previous inspection date	10 December 2013

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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		Not Applicable	

Summary of key findings for parents

This provision is good

- Children show that they feel safe and secure in the childminder's care. They build strong, friendly relationships with the childminder and each other. Children frequently dedicate their artwork to the childminder and say, 'She is the best childminder ever.'
- The childminder continuously evaluates her practice. She actively seeks the views of parents and children. This helps her to identify and address areas for improvement. The childminder has clear plans in place for the future development of her provision.
- Parents are very complimentary about the service that the childminder provides. They comment that their children 'always look forward to spending time with the childminder'.
- The childminder provides children with a good range of experiences and activities. Children use straws to blow paint around on paper. They discover how the patterns they create change if they blow harder through the straw.
- Partnerships with children's teachers at the schools they attend do not fully complement children's experiences and interests with the childminder.
- The childminder does not always encourage children to manage age-appropriate tasks by themselves in order to help them to develop higher levels of independence.

What the setting needs to do to improve further

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

- strengthen the partnerships with children's teachers to fully support children's experiences and interests
- extend opportunities for children to practise more everyday tasks for themselves in order to help to enhance their independence further.

Inspection activities

- The inspector observed the activities indoors and the interactions between the childminder and children.
- 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 and interacted with children during the inspection.
- The inspector took account of the views of parents and the headteacher of the school that children attend through written feedback provided.
- The inspector discussed with the childminder how she reflects on the service she provides.

Inspector
Lorraine Pike

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of the possible signs that indicate that children may be at risk of harm. She knows what actions to take should she have concerns about a child's welfare. The childminder regularly reviews and updates parents' contact details to ensure that she has up-to-date information should she need to contact parents in an emergency. The experienced childminder is committed to her role. She completes training and effectively utilises her experiences from her role in a local school to enhance her knowledge and skills. For example, recent training has increased her understanding of using various strategies to continue to promote positive behaviour. The childminder keeps parents well informed of the service she provides.

Quality of teaching, learning and assessment is good

Children concentrate for long periods of time to create complex structures using small blocks. They have a clear vision in mind. The childminder supports children to work out problems for themselves, through trial and error. For example, children discovered that they needed small wheels to fit onto their vehicle. The childminder expresses a genuine interest in what children have to say. This helps to motivate them to use complex sentences to talk about their day at school. The childminder has a strong sense of fun as she sensitively interacts in children's play. For example, she used her body to create a bridge for children to push their vehicles through. Older children are positive role models for younger children and they play harmoniously together. Children are inquisitive. For example, they asked visitors questions and enjoyed grouping toy dinosaurs together.

Personal development, behaviour and welfare are good

The childminder creates a welcoming environment, where children show that they feel relaxed and confident. She arranges her home to enable children to have some personal quiet space should they choose to. The childminder helps children to feel a sense of belonging as she displays a wealth of their artwork and creations around her home. Children behave well and use good manners without being reminded. The childminder provides children with nutritious healthy meals, including some that reflect traditional foods from different countries. Children say that food the childminder offers is 'delicious'. She supports children to assess their own risks. For example, children decided when the naan bread was cool enough to eat. Children develop good strength and control of their bodies. They create different shapes with their bodies and dance around in response to a tune that the childminder frequently plays. Children showed that they respect the childminder's pets as they gently stroked one of her cats.

Setting details

Unique reference number	EY244742
Local authority	Essex
Inspection number	10083047
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 - 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	10 December 2013

The childminder registered in 2002 and lives in Harlow. She operates from 7.20am until 9am and from 3.20pm until 7pm, Monday to Friday, during term time only.

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