

# Childminder report

<b>Inspection date</b>	25 February 2019
Previous inspection date	12 October 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

### **This provision is good**

- The experienced childminder regularly attends childminder groups. She uses these opportunities and her links with other childminders to share ideas and to support her continued professional development. The childminder has also proactively maintained relationships with her local authority advisory team. She welcomes the team's ongoing support and advice to help her improve her practice.
- Parents are very happy with the care provided. They describe the childminder as loving and caring and say that their children are happy and settled.
- The childminder promotes children's language skills well. She provides many opportunities for children to recall their experiences. They enthusiastically tell her about their trip to the museum and excitedly talk about the journey on an underground train. The childminder listens carefully and gives children time to think about what they want to say.
- The childminder provides a warm and caring environment for the children. They seek her out for reassurance and enjoy cuddles when they wake up from their nap.
- The childminder is a good role model. She talks calmly to the children and praises their good behaviour. Children follow her lead and tell their friends 'well done' when they finish all their lunch. They happily share pencils and patiently take turns to colour in a picture.
- Although the childminder has made good links with the other settings the children attend, she does not make full use of these partnerships to share information about children's learning and development.
- The childminder does not fully involve parents when their children first start. She does not consistently gather information about their children's stage of development that will help her to build effectively on what they can already do.

## What the setting needs to do to improve further

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

- improve partnerships with the other childcare settings children also attend to help provide greater consistency and enhance their learning further
- gather more detailed information from parents when children first start to precisely identify children's starting points in their learning.

### Inspection activities

- The inspector read written statements from parents and took their views into account.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the interactions between the childminder and children, and assessed the quality of teaching and the impact this has on children's learning.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector discussed with the childminder how she evaluates her provision to bring about improvements.

**Inspector**  
Fiona Sapler

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her practice well and plans changes to improve her provision. For example, she is redeveloping her playroom to make resources easily accessible so children can make more independent choices in their play. The arrangements for safeguarding are effective. The childminder has recently updated her child protection training. She is able to demonstrate a good understanding of wider safeguarding concerns, including how to protect children at risk of extreme behaviours. She is confident about who she would contact to seek advice or to report child protection issues.

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

The childminder knows the children well. She carries out regular observations and uses these to identify how she can support children to make progress. For instance, she has recently bought some storybooks that focus on counting and recognising numbers. The childminder is skilled at introducing mathematical language into activities. She suggests that children can roll the dough to make it longer, and children count the number of flowers they see in a picture. Children are creative and use their imaginations. For example, they bring the childminder a bowl of 'cereal' they have made in the play kitchen and pretend the dough is an aeroplane as they hold it on the end of a fork and make it 'fly'.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming, home-from-home environment. Children begin to understand the rules in her home. They know that they need to wash their hands before they eat, and they independently tidy the toys away when they have finished playing. Children form good relationships with each other. They create new games and show the younger ones how to play along. For example, they explored what would happen if they rolled some balls down the slope of a toy garage and decided to have a race. Children have many opportunities to develop their social skills and learn about their local community. They frequently attend playgroups and visit nearby attractions, such as woodlands, the beach and soft-play centres. Children benefit from regular exercise. The childminder encourages older children to walk when they go on outings, and younger children competently climb up the slide in the garden. Children learn which types of food are good for them and help them grow strong. The childminder encourages them to eat their fruit and explains why this is healthy.

### Outcomes for children are good

Children gain skills that prepare them well for their future learning and eventual move to school or pre-school. They build the small muscles in their hands in preparation for writing. They poke and prod the dough and use a range of tools to cut it into pieces. Older children practise early mark making when, for example, they attempt to write their names with chalk and begin to form recognisable letters. They enjoy listening to stories and recognise that print comes in a variety of forms. For instance, they listened intently to a story in a comic about their favourite character. Younger children learn to be empathic and care for others. They cuddle a doll and gently put it in the cot to 'sleep'.

## Setting details

<b>Unique reference number</b>	119405
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10071975
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	12 October 2015

The childminder registered in 1977 and lives in Westcliff-on-Sea, Essex. She operates all year round, from 7am to 7pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

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