

Childminder report

Inspection date	14 March 2019
Previous inspection date	29 January 2015

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

This provision is good

- The childminder provides a safe, warm and cosy childcare setting where children feel at home. Children form close bonds with the childminder, which helps them to feel secure and grow in confidence.
- Children make good progress in their learning. The childminder provides a range of good-quality resources that children choose freely. She plans interesting and challenging activities that help children to reach the next steps in their learning.
- Children behave well. The childminder helps children to learn how to share resources and take turns. The childminder is calm and attentive and children respond well to her routines. Children are independent and enjoy helping to tidy away their playthings.
- The childminder builds good relationships with parents. She works closely in partnership with them to support children's learning. She obtains information from parents about children's abilities when they first join the setting. She provides ongoing reports on children's progress and encourages parents to continue the learning at home.
- The childminder carries out an evaluation of her setting regularly. She seeks the views of parents, children and other professionals and values their opinions. She reflects on her practice and makes detailed plans for the continuous development of her provision.
- The childminder sometimes misses opportunities to extend children's learning to the fullest degree during planned and spontaneous play activities.
- The childminder does not provide extensive opportunities for children to explore and use information and communications technology.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's learning during planned and spontaneous play activities
- provide more opportunities for children to explore and experiment with information and communications technology.

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, including children's records, evidence of suitability and qualifications, and policies and procedures.
- The inspector took account of the views of parents by speaking to them and reading written testimonials.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

The childminder works in close cooperation with other settings that children attend. She seeks parents' permission to share information with them about children's progress. She shares the progress check for children aged between two and three years with parents and other professionals involved in their care. This helps her to assess their learning needs accurately. Safeguarding is effective. The childminder demonstrates a good knowledge of safeguarding matters. She understands how to recognise signs that may indicate that a child is at risk of harm. She keeps accurate records and knows who to contact if she has a concern about a child's well-being. The childminder conducts regular risk assessments and fire evacuation procedures to keep children safe. She teaches children to keep themselves safe, for example, when crossing the road on journeys outdoors.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and accurately assesses their learning needs. She knows their capabilities and adapts her teaching to suit their individual stages of development. For example, the childminder helps children to find a jigsaw puzzle appropriate to their level of skill. She praises their successes, which raises their self-esteem and encourages them to attempt more challenging puzzles as they complete them. The childminder promotes children's communication and language development well. She teaches them to sing songs and rhymes to encourage their speech. The childminder plays games with the children to develop their memory, attention span and hand-to-eye coordination. For instance, children concentrate hard as they try to match food items in a shopping game. They enjoy the competition as they all try to be the winner.

Personal development, behaviour and welfare are good

The childminder uses themes to help her to plan engaging activities to ignite children's curiosity. For example, children enjoy eating and naming fruits they remember from a story previously read to them. They enjoy matching the fruits against place mats they made themselves, and they learn how a caterpillar changes into a butterfly. Children develop good social skills. They play together well and meet other children in groups and on outings. Children develop their physical skills when they visit local parks and the beach. The childminder supports children's imagination as they invent games, such as pretending to be doctors for their teddies. The childminder teaches children about feelings and how to be gentle as they tend their 'patients'.

Outcomes for children are good

Children learn mathematical skills appropriate to their age, including counting, recognising colours and shapes and matching items. They freely choose books for a story and learn to listen and pay attention. They learn to do things for themselves, such as putting on their coats and helping to prepare their food. Children learn about each other's families. They learn about differences and similarities in people and communities. Children are confident learners and are well prepared for the next stages in their learning and their future transition to school.

Setting details

Unique reference number	119400
Local authority	Southend-on-Sea
Inspection number	10059452
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	29 January 2015

The childminder registered in 2000 and lives in Shoeburyness, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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