

# Childminder report

<b>Inspection date</b>	19 March 2019
Previous inspection date	14 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

### This provision is good

- Children enjoy their play and learning in the warm, welcoming and relaxed childcare setting. The childminder provides a safe and comfortable environment where children can explore a varied range of resources to support their learning.
- Children settle quickly and make friends easily. They are kind and considerate to each other. They behave well and learn to share and take turns. Children access toys and resources easily and are eager to follow the routines of the setting. This helps them to grow in confidence.
- Children make good progress in their learning. The childminder plans interesting and challenging activities that support children's learning and help them to reach their goals. The childminder identifies gaps in children's learning through her observations and makes specific plans to address individual children's needs.
- The childminder works in partnership with parents and other settings that children attend. She regularly exchanges information with parents and other settings to ensure continuity and consistency in children's learning.
- The childminder reflects on her practice and the activities she provides. She seeks the views of parents and takes them into account when planning for improvements to her setting.
- The childminder sometimes misses opportunities to maximise children's understanding of numbers, shapes, quantities and comparisons.
- The childminder has not established a rigorous programme of continuous professional development to extend her skills and knowledge to an outstanding level.

## What the setting needs to do to improve further

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

- seize every opportunity to extend children's understanding of numbers, shapes, quantities and comparisons, to expand their mathematical knowledge
- establish an effective programme of continuous professional development, to enhance knowledge and skills to the highest level.

### Inspection activities

- The inspector observed the quality of teaching 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 developmental records, suitability and qualifications and policies and procedures.
- The inspector took account of the views of parents by reading written comments and testimonials.

#### Inspector

Jenny Forbes

## Inspection findings

### Effectiveness of leadership and management is good

The childminder manages her setting efficiently. She monitors children's progress effectively and keeps robust records concerning their health and well-being. She shares the progress check for children between the age of two and three years with children's parents and other professionals involved in their care. This helps the childminder to discuss with others how they can work together to ensure children's learning needs are met. The arrangements for safeguarding are effective. The childminder keeps up to date with mandatory training, such as those related to safeguarding children. She has a good knowledge of all aspects of safeguarding and knows how to identify any signs that could indicate that a child might be at risk of harm. She knows who to contact to report any concerns she has about a child's safety and welfare.

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

The childminder knows the children well and understands how to promote their learning. She monitors children's progress and plans activities that she knows they will enjoy. She builds on their interests to ensure they stay motivated to learn. The childminder maintains a strong focus on developing children's communication and language skills. For example, during story sessions she asks searching questions to provoke a response. She listens to children and holds conversations with them, to extend their vocabulary and help them to feel valued. Children participate in stories. They explore and examine objects related to the story. This brings the story to life, enhancing children's experiences.

### Personal development, behaviour and welfare are good

Children are independent and enjoy helping to tidy away their playthings. The childminder provides resources that help children to learn about the world around them. They plant seeds and water them. The childminder asks children to recall what they know about how plants grow. This helps to develop their memory and thinking skills. Children enjoy creative activities using scissors and glue. They make glittery wands as a link to an earlier story. Children are imaginative. For example, they set out a picnic for their dolls. The childminder extends their learning by asking questions about bugs they may find when they go outdoors for a picnic. She produces toy bugs to extend the conversation. Children learn about food that is healthy to eat. They use their senses to taste, smell and touch and they learn the names of different fruit. Children learn good hygiene routines and how to look after their health.

### Outcomes for children are good

Children gain good skills in readiness for school. They practise how to hold a pencil correctly. They learn about letters and their sounds and that written words have a meaning. Children find out about each other's families and their cultures. They go out into the local community and understand differences in people and places. Children develop their physical skills at local play facilities and in the childminder's garden. They have active fun indoors playing games such as 'sleeping bunnies'.

## Setting details

<b>Unique reference number</b>	EY417003
<b>Local authority</b>	Essex
<b>Inspection number</b>	10070319
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	14 April 2015

The childminder registered in 2010. She lives in Harlow, Essex. The childminder operates from Monday to Friday, from 7am to 6.30pm, all year round, except for bank holidays and family holidays.

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