

# Childminder report

<b>Inspection date</b>	28 March 2019
Previous inspection date	13 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are comfortable and safe in this warm and homely childcare setting. They form close bonds with the childminder who understands their emotional needs well. Children snuggle up to her in the cosy book area to listen to a story and are totally at ease and engrossed in their learning.
- Children are independent. They put on their coats and boots and are eager to explore the wealth of activities outside. Children are very well behaved. The childminder sets consistent boundaries for children's behaviour and they grow in confidence and self-assurance.
- The childminder provides a good range of experiences to promote children's learning. She takes them out into the local community and they discover the world around them. They learn about people and places. They socialise and develop an understanding of turn taking and sharing.
- The childminder understands how to promote learning and the children in her care make good progress. Her teaching is consistently good and at times is outstanding. She accurately assesses children's abilities and this enables her to plan challenging activities to help them progress further.
- The childminder fully involves parents in their children's care and learning in the setting. She works closely in partnership with them and supports them to continue their children's learning at home.
- Parents give complimentary and appreciative testimonials to show their gratitude for the excellent care given to their children. The childminder's self-evaluation reflects her dedication to continually improve her setting and to achieve exceptional outcomes for children.
- The childminder has not maintained a sharp focus on her continuous professional development in order to enable her to extend her skills 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:

- pursue further a strong programme of professional development to help extend and develop skills and knowledge to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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' written comments and testimonials.

### Inspector

Jenny Forbes



## Inspection findings

### Effectiveness of leadership and management is good

The childminder keeps up to date with mandatory training, such as paediatric first-aid and safeguarding. This enables her to protect the children in her care well. Safeguarding is effective. The childminder understands the signs that could indicate that a child is at risk of harm. She knows how to record her observations and who to contact if she has concerns about a child's well-being. 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 two-year-old children with parents and other professionals involved in their care and this helps her to assess their learning needs accurately. She provides termly progress reports for parents and consults with them to identify the next steps in their children's learning.

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

The childminder promotes children's language and mathematical development well. She extends their vocabulary during play and enhances their understanding. For example, children choose a game of animal snap. The childminder reminds them of animal names and sounds and teaches them about differences and characteristics. Children learn about matching colours and shapes. She introduces mathematical language, such as 'over' and 'under', 'bigger' and 'smaller', and 'more' and 'less'. The childminder provides a good range of books that children can access easily. Children are excited and totally engaged in the stories they choose. The childminder listens intently to children's questions and responds well, recognising their eagerness to learn. She points out how their story relates to their theme of Mother's Day and she promotes their understanding of events and celebrations.

### Personal development, behaviour and welfare are outstanding

The childminder makes learning fun. She provides an excellent outdoor environment where children explore and learn about nature. Children move freely between outdoors and indoors. They excitedly show the inspector where they have been digging for worms. They are extremely animated as they tell how they feed and care for the chickens in the garden. Children sort through seashells to find the prettiest to make an attractive shell garden. They find out how adding water to soil makes lovely 'squelchy' mud. They thoroughly enjoy the sensory feel of the cool mud on their hands. They scoop up water with spoons helping to develop excellent hand-to-eye coordination and finger grip. The childminder talks to children about their families and the importance of caring for others. Children lovingly decorate flower pots with stickers and fill them with soil and flowers to take home to their mothers.

### Outcomes for children are good

Children enjoy chopping and slicing fruit for a snack. They develop excellent skills of personal hygiene and self-reliance. They make choices and decisions in their play. Children develop their larger physical skills as they run around in the garden and climb on the slide. They recognise the letters in their name and practise early writing skills. Children are confident learners and are well prepared for the next stages in their learning and their future transition to school.



## Setting details

<b>Unique reference number</b>	EY381419
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062983
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	13 July 2015

The childminder registered in 2008. She lives in Brentwood, Essex. The childminder operates from Monday to Friday, 7.30am to 6pm, all year round, except for bank holidays and family holidays. She holds an early years qualification at level 3.

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