

Childminder report

Inspection date	27 March 2019
Previous inspection date	6 May 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 creates a homely, welcoming environment. Children arrive happily and are excited to be in the childminder's home. They select resources from the open shelving in the well-organised playroom and soon settle down in the living room to play.
- The childminder supports children with special educational needs and/or disabilities (SEND) very effectively. For example, she undertakes research and contacts relevant organisations to increase her understanding of how she can help children with SEND progress in their learning and development. She works closely with other professionals involved with the children and follows specific programmes to focus support appropriately.
- The childminder keeps parents well informed about their children's ongoing learning and development. She meets with them regularly to share their children's progress and suggests ways they can support learning at home. The childminder uses these opportunities to consult with parents about how she could improve her practice. Parents write that they are very happy with the service provided and describe the childminder as open and supportive.
- Children become familiar with early mathematics. The childminder skilfully introduces basic mathematical language as children play. They begin to understand positional language when she encourages them to look for a small toy underneath and behind furniture. She suggests they divide the plastic fruit equally between the bowls so they are not 'too full'.
- Children learn how to keep themselves safe. They look out for the 'green man' and knows this means they can cross the road safely, on the way home from nursery. Children explain how they would leave the house in case of a fire and know where they have to wait for the fire engines.
- The childminder has not yet established consistent partnerships with other early years settings that children attend to support their progress even further.
- The childminder does not collect sufficiently detailed information from parents about their children's existing abilities to help assess starting points as accurately as possible.

What the setting needs to do to improve further

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

- develop more effective ways to share information about children's learning and progress with other settings children attend, to further promote continuity in their learning
- collect more detailed information from parents about their children's existing knowledge and skills, to help identify more precise starting points for children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector took account of parents' written comments.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector accompanied the childminder to collect children from nursery.
- The inspector reviewed a range of documentation, including policies and procedures, and suitability checks for the childminder and other household members.

Inspector
Fiona Sapler

Inspection findings

Effectiveness of leadership and management is good

The childminder strives to continually improve her practice and professional development. She works closely with the local authority advisory team and keeps up to date with current legislation through meetings and networking. She has completed an early years degree and describes how she uses this knowledge to reflect and evaluate her provision. As a result, she developed her outdoor space and recognises that children are benefiting from more space to play and be active in. Safeguarding is effective. The childminder is confident to take appropriate action to protect children. She has a secure knowledge of wider safeguarding issues, including protecting children from the effects of extremist views.

Quality of teaching, learning and assessment is good

The childminder assesses children's development and provides activities tailored to their individual learning. For example, she provides a large piece of paper for them to make marks on and shows them how to write the letters in their name. Children show good concentration skills while completing puzzles and competently match and sort different coloured plastic ducks. They name different toy fruits and vegetables and learn new vocabulary, such as 'courgette'. Children sit with the childminder and enjoy looking at familiar books. They use their imaginations to make up their own stories and animatedly 'read' to the childminder. They learn to respect books and handle them carefully. They are beginning to be aware of how stories are structured. For example they say, 'Once upon a time' to start the story and show an interest in the illustrations.

Personal development, behaviour and welfare are good

The childminder is a calm role model and manages children's behaviour well. She encourages them to talk about how they are feeling and helps them recognise when they need a rest. Children are secure in the childminder's home and show they feel part of her extended family. They greet her grown-up daughter with a cuddle and ask how she is feeling. The childminder promotes healthy living effectively. Children discuss the importance of washing their hands before they eat and know which foods are good for them. The childminder fosters the children's good self-esteem and shows that she values their work. For example, all the children have decorated a large white canvas and the childminder plans to display this when it is finished. Children take good care of the toys and resources. They tidy away when they have finished playing and know they must put them in the correct boxes.

Outcomes for children are good

All children make good progress and gain skills to support their future learning. They learn to be independent. Children take off their own coats and place their shoes on the rack when they arrive back from nursery. They get a step to help them reach the hand basin to wash their hands by themselves. Children are polite and show good manners. They say 'please, thank you' and 'excuse me' when appropriate. Children enjoy mark making and practise their pencil control. For instance, they are fascinated to see the shape they produce when they draw round the childminder's hand.

Setting details

Unique reference number	EY291643
Local authority	Southend-on-Sea
Inspection number	10060287
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 May 2015

The childminder registered in 2004. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She has an early years degree.

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