

Childminder report

Inspection date	23 April 2019
Previous inspection date	4 July 2014

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 has very good partnerships with parents. Parents share their feelings about the childminder in written testimonials, which are extremely positive and complimentary of her provision. To help her continue to develop and improve, the childminder asks parents to complete questionnaires. She uses the feedback to inform her practice and adjusts her provision in line with any comments for improvement.
- Children enjoy sharing their experiences from home with the childminder and the other children. They take it in turns to take home the travelling teddy. Parents complete a log of the teddy's travels and add some photographs to show where he has been. The childminder collates these in a book and uses it to open discussions with the children about other countries, and experiences they have had.
- Children are provided with good opportunities to learn about other people's cultures and religions. The childminder plans interesting and appropriate activities based around annual festivals and celebrations.
- Children have fun participating in cooking activities. They help to make 'crispie cakes', stirring and mixing their sticky mixture, then placing it in a tray to set. The childminder supports their learning well by talking about how the mixture feels, whether it is hard or soft to stir and what it will taste like when it is ready.
- At times, the childminder relies too heavily on the software she uses to record children's progress, to enable her to effectively monitor their development and ensure that next steps in learning are purposeful and challenging.
- Occasionally, the childminder does not effectively follow the wishes of younger children well enough to enable them to remain engaged in chosen play.

What the setting needs to do to improve further

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

- monitor the information gained from observations and assessments of children's learning to ensure that it is consistent and accurate
- improve the quality of teaching by being more responsive to the needs and wishes of younger children.

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 observed an adult-led activity and evaluated this with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lynn Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the possible signs that a child could be at risk of harm or exposed to extreme views. She regularly updates her safeguarding knowledge through appropriate training, research and discussions with other childminders. The childminder has effective arrangements for risk assessing her home and ensures that all hazardous materials are stored safely out of reach of children. She is committed to continuously improving her provision for children and their families. The childminder works closely with other local childminders and uses these links to share good practice and new ideas. She enjoys training and tries wherever possible to access training that enhances her professional development and knowledge of childcare.

Quality of teaching, learning and assessment is good

Children enjoy their time with the childminder. They participate in a wide range of learning opportunities within her home and in the local community. The childminder bases her planning around themes and presents activities that cover all seven areas of learning. For example, children are currently learning about recycling through a theme based on a 'Disney' character. They learn how to separate used items that can be recycled into separate boxes. Children have fun making real tea in the childminder's garden. They confidently pour warm water, milk and sugar into their cups and offer others present a cup. The childminder uses the information she knows about each child to plan activities based on their interests. She involves parents in their child's learning through the online communication system she uses and by meeting with them regularly to review their child's development and progress.

Personal development, behaviour and welfare are good

Children are very settled and comfortable in the childminder's care. They move freely around the areas of her home accessible to them and independently guide their own play and learning. Children have opportunities to learn in an outdoor environment daily when they move from the playroom to the childminder's garden. The childminder is inventive and creative in her presentation of resources and equipment, creating an exciting and welcoming environment where children can explore, discover and be imaginative. For example, they conjure up spells in the witches cauldron and use the selection of natural objects in their play. Children learn to keep fit and healthy as they follow the childminder's clear information about foods that are good for them. They enjoy developing their physical skills indoors and outdoors through a range of planned activities and appropriate resources.

Outcomes for children are good

Children make good progress from their starting points and are well prepared for their next stage of learning, including school. Children count and use some simple calculation in their play. Older children confidently use tools such as scissors and glue spreaders to create their pictures. Children understand the childminder's rules and learn to be caring and respectful of each other.

Setting details

Unique reference number	EY220972
Local authority	Essex
Inspection number	10069335
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 July 2014

The childminder registered in 2002 and lives in Wickford, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding for the early education of three- and four-year-old children.

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