

Childminder report

Inspection date	22 May 2019
Previous inspection date	13 December 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Inadequate	2 4
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

- Since the last inspection the childminder has worked hard to extend her knowledge through training and by working closely with the local authority development officer. Assessments of children's learning are ongoing. Planning helps to provide a challenging and enjoyable learning experience for children.
- The childminder has good expectations of children. She teaches the essentials, such as communication and language, physical, personal, social, and emotional development well. This helps children to embed initial skills in order to make good progress towards the early learning goals.
- The childminder works effectively with key people at other settings that children attend. This helps to ensure good continuity in each child's ongoing learning and development. Children are supported well to build securely on what they know and can do as they move between these different settings and their home.
- Children show that they feel safe, happy and independent in the childminder's home. They interact warmly with her and each other. Children learn to take turns during activities and competently manage daily tasks with confidence.
- The childminder strives to provide an enjoyable learning environment, both indoors and out. This keeps children motivated and interested in a broad range of activities. Children are keen learners who display positive attitudes towards their ongoing learning and development.
- Children are not always given time to listen, think and respond to the questions the childminder asks. There are times when she tends to provide them with the answers too quickly.
- There is room for the childminder to reflect, more precisely, on her professional development to ensure that her ongoing training is carefully planned to have a positive influence on teaching and support children's learning to the optimum.

What the setting needs to do to improve further

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

- extend children's ability to think more deeply as they formulate and deliver their answers to questions posed
- reflect more closely on professional development opportunities, to evaluate and target training that contributes to the continued quality of teaching to support children's learning to the optimum.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons living in the household. The inspector discussed with the childminder how she reflects on her practice.
- The inspector took account of the views of parents through written feedback they shared with the childminder.

Inspector

Lynn Clements

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder recognises the symptoms of different types of abuse, and knows how to swiftly report child welfare concerns. Children's emotional well-being is supported well. The childminder reviews her home and garden to ensure that potential hazards are minimised so children are kept safe and secure. The childminder reflects on her overall practice and listens to the views of parents and children to help her develop the service she provides. Parents report that they are very happy with the care that their children receive. Daily communication books and termly newsletters help to keep them informed about activities and events.

Quality of teaching, learning and assessment is good

Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. The childminder has developed the curriculum she provides by considering children's interests. She plans a broad range of experiences that help them to build on their existing knowledge and skills. For example, the childminder learns about children's favourite cartoon characters and uses these in activities. This helps to successfully motivate and engage children. Children have great fun throwing large foam dice and counting the spots. They demonstrate confidence naming numerals from one to six, in and out of sequence. They also show their understanding of numeric symbols as they recognise and match the corresponding spots on pictures of ice-cream cones. Children delight in this game, finishing it by posting each ice-cream picture into the open mouth of their cardboard pig.

Personal development, behaviour and welfare are good

Children have plenty of resources that are easy to reach. This helps them to make choices about what they would like to play with, and increases independent play and learning opportunities. The childminder supports children to gain a good understanding of personal safety. For example, she talks to them about the importance of putting on sun cream and hats before playing outside in the hot weather. The childminder encourages children to drink plenty of water and uses age-appropriate discussion to help them understand about keeping hydrated. Children listen well and demonstrate a good understanding of the rules and boundaries in place. The childminder encourages them to learn about how their actions affect others. For example, she talks with them about passing toys gently to avoid hurting their friends. The childminder supports children's awareness of healthy lifestyles. For instance, she reminds them to wash their hands when they go to the toilet and at other pertinent times throughout the day.

Outcomes for children are good

Children gain skills that prepare them well for their eventual move on to school. They are confident and keen to learn. Children demonstrate good coordination and control as they handle toys and equipment. For example, they enjoy pressing buttons on torches and learn to manipulate the lever on a wind-up torch. Children are developing the muscle strength and control needed to support a variety of future learning, including writing. Children are keen and motivated to be involved in activities. They develop good friendships with other children.

Setting details

Unique reference number	560114
Local authority	Essex
Inspection number	10090752
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 December 2018

The childminder registered in 1999 and is located in Chelmsford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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