

Childminder report

Inspection date	23 July 2019
Previous inspection date	20 June 2016

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 is kind and caring. She provides a warm, welcoming and homely environment for children and they settle well into her care. Children form close attachments to the childminder and this helps them to feel safe and secure.
- Children progress well in their learning and development. The childminder observes them at play and accurately assesses the next steps in their learning. She tracks children's progress using acknowledged guidelines and this helps her to identify and address any gaps in their learning.
- The childminder builds good relationships with parents and works in close partnership with them. She regularly seeks the views of parents and children on the service she provides. The childminder keeps in regular contact with parents throughout the day and shares photographs of children's activities. She builds effective links with other settings that children attend to aid continuity in their learning.
- Children enjoy a varied range of activities and resources. They have regular access to outdoor play and the childminder takes account of their preferences. The childminder praises children often and this helps to boost their self-esteem and confidence.
- The childminder takes children out into the local community every day. Children learn about differences and similarities in people and places. They learn respect and consideration for others. They learn how to interact with children of different ages and this supports their social and emotional development well.
- The childminder does not always give children enough opportunities to lead their own play and manage tasks by themselves. This does not support their developing independence fully.
- The childminder has not established a sharply focused programme of professional development to help her to raise the quality of her provision 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:

- provide more opportunities for children to lead their own play and fully support their developing independence
- establish a secure programme of continuous professional development to raise the quality of the provision to the highest 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 discussed the learning intentions of an activity with the childminder.
- The inspector held a meeting with the childminder and spoke to children.
- The inspector looked at relevant documentation, such as children's 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

Arrangements for safeguarding are effective. The childminder regularly reviews her safeguarding policies and keeps up to date with local procedures. She has a good knowledge of the signs and symptoms that could indicate that a child may be at risk of harm. The childminder displays her safeguarding procedures in the setting for parents to see. She ensures that they are aware of her responsibilities to protect the children in her care. The childminder keeps clear records of children's attendance and any incidents that occur. She carries out visual checks of her setting and any outings that children attend to help to minimise any hazards in the environment. The childminder conducts regular fire evacuation procedures, so that children understand what they should do in the event of an emergency.

Quality of teaching, learning and assessment is good

The childminder extends children's learning as they play. For example, she teaches them to count and to recognise colours and shapes as they make models from dough. Children sit and concentrate for a long time as they cut strands of dough with scissors. This supports their hand-to-eye coordination and they develop muscle control in readiness for early writing. The childminder demonstrates how they can roll and shape the dough into models of worms and snails. She teaches children about the world they live in. They are fascinated with the process of planting beans in flowerpots. They fill their pots with soil and pour on water. They count the beans as they push them into the soil. They place their pots on a shelf and admire them, feeling a sense of achievement.

Personal development, behaviour and welfare are good

Children have lots of fun outdoors. They are excited as they eagerly fill jugs with water and pour it through funnels and tubes. They blow soap bubbles and learn to share and take turns. The childminder teaches children how to keep themselves safe as they play with the resources. She teaches them that scissors and knives are sharp and they learn how to stay safe in the sun. Children enjoy a wide variety of healthy foods throughout the day and plenty of water to keep them hydrated. The childminder supports them to chop their fruit and they feed themselves well. Children learn good hygiene procedures and enjoy the stickers they receive when they successfully use the toilet. The childminder promotes good manners and politeness and children's behaviour is good.

Outcomes for children are good

Children learn skills that help them in the transition to school. They sit still and listen to stories where they ask and answer questions. Younger children repeat letter sounds and older children write the letters in their name. Children use their imagination in role play and act out scenes of domesticity. For example, they arrange the furniture in a doll's house and they pour cups of tea for the childminder. Children are physically active. They enjoy exploring the local parks and know how to keep themselves safe outdoors and near roads.

Setting details

Unique reference number	EY337171
Local authority	Essex
Inspection number	10073708
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	11
Date of previous inspection	20 June 2016

The childminder registered in 2006 and lives in Brentwood, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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