

Childminder report

Inspection date	29 July 2019
Previous inspection date	13 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The childminder does not evaluate the quality of her provision effectively to help her identify areas for development and to drive improvements.
- The childminder understands how to protect children, overall. However, she has not updated her safeguarding knowledge sufficiently enough to ensure that she is aware of wider safeguarding issues and how to reflect these in her procedures.
- Other than mandatory training, the childminder does not target professional development opportunities to further enhance her skills and raise the quality of teaching to a higher level.
- The childminder does not gather information from parents effectively about what children can already do and what they know when they first start. This means she is unable to accurately assess children's progress from their starting points.

It has the following strengths

- The childminder is kind and gentle in her approach. Children form secure attachments with her and other children. They are settled, happy and comfortable in her care.
- The childminder makes regular assessments of children's development. She has a secure knowledge of what they learn and the progress they are making.
- Partnerships with parents are good. The childminder shares a daily diary with them and includes information about activities the children have enjoyed, their development and progress.
- The childminder plans regular outings into the local community. Children visit groups and nearby attractions, such as the beach and country parks, and have many opportunities to learn about the world around them.
- Children's communication and language skills are developing well. The childminder engages them in lively conversations. Children are eager to join in and are confident communicators.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
increase understanding of wider safeguarding issues, with specific regard to current guidance and legislation.	06/09/2019

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

- make better use of the self-evaluation processes to promptly identify and address all areas for development
- explore ways to engage in professional development opportunities that focus more precisely on further developing knowledge and skills and raising the quality of teaching to an even higher level
- gather more detailed information from parents about what children already know and can do when they start, to help establish their starting points and to enhance the accuracy of initial assessments.

Inspection activities

- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector looked at a range of documentation including the childminder's safeguarding policy, relevant records and suitability checks.
- The inspector observed children playing indoors and outside.
- The inspector assessed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents and took into account their views.

Inspector

Fiona Sapler

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder recognises the signs or symptoms that indicate a child may be at risk of harm. She has a safeguarding policy and knows who to contact if she has concerns about a child. Although the childminder is aware of some aspects of current safeguarding legislation, she does not have a clear understanding of the possible indicators that may show children are being exposed to extreme views or behaviours. The childminder has taken some steps to review her practice. However, her self-evaluation has not highlighted areas for professional development. She has not considered how she can improve her provision and practice and ensure that her knowledge and skills remain current. The childminder regularly meets with other childminders for support and information-sharing.

Quality of teaching, learning and assessment is good

The childminder does not collect information from parents about their children's existing knowledge and abilities before they start. However, she observes children regularly and gets to know them well. She uses this knowledge to provide resources that she knows they will enjoy. For example children are very excited to create a 'unicorn' from a craft pack and take great pleasure in showing what they have made. Even the youngest children are motivated to learn. They are intrigued and concentrate hard as they practise their hand-to-eye coordination and use a small magnetic pen to attract ball bearings. The childminder introduces mathematics as children play. They delight in finding all the cows on the 'farm' and count how many there are. The childminder works closely with other settings children attend. They share information about children's development and provide consistent care and support.

Personal development, behaviour and welfare are good

The childminder supports children's behaviour well. She uses age-appropriate explanations to help children understand the rules, for example why they must not climb on the furniture. The childminder encourages children to have good manners and even the youngest consistently say 'please' and 'thank you'. The childminder helps children learn how to keep themselves safe. She reminds them to take care when climbing down the step into the garden. She allows them to take manageable risks and gives them time to work things out for themselves. For example, children consider how to turn around safely at the top of the slide to walk down the stairs. The childminder encourages children to be healthy. She provides a nutritious diet and discusses good hygiene practices when she changes babies' nappies. Children join in activities with other childminders and their minded children to widen their social skills.

Outcomes for children are good

Children are developing the skills they need in readiness for the move on to their next stage in learning. Toddlers persevere as they put on their own shoes. Children strengthen their small muscles in preparation for pre-writing. They competently use tweezers to pick up objects. Children enjoy spending time outdoors and being physically active. Babies are beginning to pull themselves up on furniture and are curious about what they can see.

Setting details

Unique reference number	202632
Local authority	Essex
Inspection number	10070292
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 April 2015

The childminder registered in 1997 and lives in Wickford, Essex. She operates all year round from 7.30am to 5.30pm on Monday, Wednesday and Thursday, except for bank holidays and family holidays.

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