

# Childminder report

<b>Inspection date</b>	6 August 2019
Previous inspection date	12 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 welcomes children into her homely and inviting setting. She provides resources which children enjoy and that stimulate their enthusiasm to learn.
- Children of different ages play and learn together. The childminder encourages older children to care for younger ones. The childminder teaches older children how babies develop their physical and cognitive skills. They learn about the life cycles of humans and other living beings.
- The childminder is successful in helping children to quickly settle in her care. She is nurturing and kind. Children develop close bonds with the childminder and this helps them to feel safe and secure.
- Children have lots of opportunities to find out about their local community and socialise with other children and adults. They talk about people and places and how they are different or similar to their own experiences.
- The childminder works in partnership with parents. She works flexibly to accommodate their childcare needs. She talks to parents about their children's developmental stages from the beginning and throughout their time in the setting.
- The childminder evaluates the effectiveness of her practice. She obtains parents' views and takes them into account when planning for the development of her provision.
- Children do not always have the choice of a full range of activities outdoors, particularly those who prefer to learn outside.
- 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:

- increase opportunities for children to choose from a wider range of outdoor learning experiences, particularly for those who may prefer to learn outside
- 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 and assessed the impact this has on children's learning.
- The inspector discussed the learning outcomes of an activity with the childminder.
- The inspector held a meeting with the childminder and spoke to children.
- The inspector looked at relevant documentation, including policies and procedures and children's records. She checked evidence of the childminder's suitability and qualifications.
- The inspector took account of the views of parents by reading written testimonials.

#### Inspector

Jenny Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has undertaken recent training to refresh her knowledge of safeguarding matters. She is fully aware of her responsibilities to protect the children in her care. She keeps up to date with safeguarding procedures with support from her local authority and other providers in the area. The childminder has effective systems in place to record any accidents and incidents. She knows who to contact to seek advice and to report any concerns about a child's welfare. The childminder teaches children to keep themselves safe from an early age. She supports them to understand risks in their environment and how to overcome them. For example, she shows children how to use the stairs safely. The childminder conducts thorough risk assessments of her premises and on outings to keep children safe.

### Quality of teaching, learning and assessment is good

The childminder assesses children's learning needs accurately. She plans her activities with the next steps in their development in mind. For instance, she provides sensory materials to encourage younger children to explore different textures. This helps children to develop their senses and physical dexterity. Children develop good communication and language skills. The childminder responds to babies' babbling with clearly spoken words. This supports children who speak English as an additional language to develop their understanding and ability to communicate. The childminder uses skilful techniques such as questioning and suggestions, to encourage older children to solve problems for themselves. For example, when children ask her how to make an envelope, she asks them what resources they need and to consider the size. Children are encouraged to think creatively and they succeed in their task.

### Personal development, behaviour and welfare are good

The childminder has high expectations for children's behaviour. She applies firm boundaries, rules and routines to help children to feel secure. She encourages children to negotiate and suggests alternative activities to help them to manage conflict. For example, when children argue over a game, the childminder suggests another game to play that distracts them from their disagreement. The childminder encourages children to eat healthily. She talks to them about foods that are good for their health. She takes children on outings to parks and the beach where they can exercise and benefit from fresh air. The childminder teaches children about the natural environment and how plants grow, change and bear fruit. She praises children often for their achievements and this helps to raise their self-esteem and confidence.

### Outcomes for children are good

Children acquire skills that help them to progress in their learning and become ready for school. They practise counting and recognise numbers, colours and shapes. Children are independent. They tidy away their resources. They learn to be patient, to take turns and share. Children use their imagination to make intricate models and letter shapes from dough. They strengthen their hands in preparation for early writing when using tools such as scissors, crayons and pencils. They write the letters in their name and learn to spell simple words.

## Setting details

<b>Unique reference number</b>	154940
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10106187
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	12 February 2015

The childminder registered in 2001 and lives in Shoeburyness, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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