

Childminder report

Inspection date: 16 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The experienced childminder welcomes children and parents into her warm and comfortable home. She has formed strong emotional bonds with the children in her care. Parents comment that the childminder provides a 'home from home'. The childminder has developed positive relationships with parents. This helps to support children's confidence and self-esteem.

The childminder has established effective settling-in arrangements for children. She gathers extensive information from parents. The childminder encourages parents to bring their children to her home for settling-in visits before they start. This helps to support children's well-being and self-esteem and they settle quickly. Parents praise the childminder and comment that children feel 'comfortable and secure' in her care.

The childminder knows the children well. She plans learning opportunities to follow their interests and to support their individual learning needs. The childminder often takes the children on exciting outings. For example, they visit the local woods, a historical castle and the local beach. This helps to broaden children's understanding of the world and knowledge of their wider community.

What does the early years setting do well and what does it need to do better?

- The childminder is a good role model and demonstrates kindness and patience to the children. She encourages children to use good manners and be polite to each other at all times. The childminder gives children gentle reminders to help them to understand behaviours that are not acceptable. Children's behaviour is good. They demonstrate a positive attitude to learning.
- The childminder obtains information from parents about children's abilities and interests before they start. She supports parents by providing them with information about how children learn and develop. She continues to monitor progress from children's starting points and completes assessments of their individual development. However, the childminder does not always assess children's progress precisely enough to ensure any gaps in learning are identified as quickly as possible.
- Partnership with parents is good. The childminder works closely with parents and ensures that they are well informed about their children's learning. There is a regular exchange of information between the childminder and parents about children's ongoing learning achievements. The childminder shares information about how parents can support children at home. This helps to support continuity in children's learning and development.
- The childminder is able to meet the needs of individual children. She works closely with parents to ensure that children receive any additional support they

need. All children make good progress from their starting points.

- The childminder plans activities which help children make progress. For example, children join in with enthusiasm and curiosity as they search in shaving foam for hidden plastic animals. The childminder encourages children to talk about the texture and feel of the foam. However, she does not always allow children enough time to consider their thoughts and ideas before they answer questions.
- Children develop good communication and language skills. The childminder talks to children and listens to their response. She adapts her language to support children's understanding and to support their different stages of development. She remodels words to correct any mistakes.
- The childminder uses self-evaluation effectively to identify and target areas for improvement. She continually reflects on her knowledge and skills to support individual children's needs. She has completed additional training to support children with allergies and asthma.
- The childminder works hard to ensure that children are well prepared for moving on to school. She encourages children to be independent in their own personal self-care. The childminder works in partnership with parents. She shares information to support them to build their children's confidence as they start school. Children's individual assessments are shared with schools to help to support continuity in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of signs and symptoms that may indicate abuse to children. She knows the procedure to follow if she has any concerns about a child's welfare. The childminder has robust systems in place that help to keep children safe in her care.

What does the setting need to do to improve?

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

- support children consistently to put their own thoughts and ideas into words when questions are asked of them
- refine systems to ensure children's progress is monitored more precisely so that any gaps in learning are identified as quickly as possible.

Setting details

Unique reference number	EY229583
Local authority	Southend-on-Sea
Inspection number	10073083
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 June 2016

Information about this early years setting

The childminder registered in 2003 and lives in Leigh-on-Sea, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Marisa White

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written and verbal feedback provided.
- The inspector observed a joint activity with the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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