

Childminder Report

Inspection date

7 November 2016

Previous inspection date

18 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 provides a welcoming and homely environment. Children settle quickly into the childminder's home. They form positive relationships with the childminder and enjoy her attention.
- Assessments of children's skills are comprehensive and teaching is good. Planning for activities is based on the childminder's secure knowledge of children's needs and interests. Children learn and develop skills at a good pace.
- The childminder gives high priority to promoting children's communication and language development. She speaks clearly and models effective listening skills. The childminder helps to expand children's vocabulary by introducing words in context, such as softly and loudly, as children play a range of musical instruments, helping to embed their new knowledge in a meaningful way.
- Partnerships with parents are a key strength. The childminder and her assistant strive to provide a home from home for each child and help them quickly settle in their care.
- The childminder completes daily safety checks and regularly reviews risk assessments, including those relating to outings, to ensure she is promoting children's welfare.

It is not yet outstanding because:

- The childminder does not always focus precisely enough on monitoring and evaluating her assistant's practice and identifying specific areas for improvement so that they can help children to reach the highest levels of achievement.
- The childminder has not yet achieved highly effective partnerships with providers of some other settings that children attend to provide excellent continuity of learning.

What the setting needs to do to improve further

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

- extend the evaluation and monitoring of the assistant's practice so that it is clearly targeted to help children reach the highest levels of achievement
- extend the partnership working with other settings that children attend, exchanging more detailed information to support continuity and consistency in children's learning and promote higher levels of progress.

Inspection activities

- The inspector observed activities in the house and talked with the childminder.
- The inspector and childminder jointly evaluated a teaching activity.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at a range of documentation, including the safeguarding procedures and evidence of suitability of household members.
- The inspector took account of the written views of parents and reviewed the childminder's self-evaluation process.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a confident understanding of possible signs that could indicate that children are at risk of harm. In addition, she has a good awareness of the indicators that would suggest children are at risk of being exposed to extreme ideas about what is right and wrong. She knows how to take swift action in order to protect children's welfare in the event of a child protection concern. Parents report that they are very happy with her provision. They describe the childminder and her assistant as friendly and caring and appreciate the home-from-home environment they provide. The childminder is reflective and continuously evaluates her practice with a view to developing the service she provides even further. She completes training, reads professional publications and uses the internet to research new ideas for activities.

Quality of teaching, learning and assessment is good

The childminder provides a relaxed and interesting learning environment for children, who are motivated and active learners. Children remain engaged in fun activities for long periods of time, given their young age. The childminder successfully involves children when reading stories, encouraging them to turn the pages and lift up flaps, igniting their curiosity. The childminder introduces them to mathematical ideas in a fun and engaging way. Children use construction blocks to build large structures and, supported by the childminder, make good attempts at counting how many they have used. Accurate observations show how children are working consistently within the range of development typical for their age and are acquiring skills for their next steps in learning.

Personal development, behaviour and welfare are good

Children settle well and are comfortable in the care of the childminder and her assistant. Children independently access a wide range of good quality toys and activities that is well organised. The childminder is a good role model through being happy, calm and kind towards children. She manages behaviour positively through using praise and encouragement and is consistent in her approach. As a result, children's behaviour is good. She takes time to give each child individual attention, so that they feel they are special and valued. Children's good health is effectively promoted. They play outside, enjoy fresh air and learn to independently manage their hygiene. The childminder has high expectations of children and invites them to help her during routines and activities. Children love the challenge, are very confident and show good listening skills.

Outcomes for children are good

Children are making good progress in their learning, given their starting points. They are becoming more confident and self-assured as they make their own choices during play. The childminder takes children to a wide range of organised groups in the community. This helps them to develop a good understanding of the world. It also extends their personal, social and emotional skills as they meet and play with other children. These are just some of the skills that help to prepare children well for their next stage of learning and the eventual move on to school.

Setting details

Unique reference number	146879
Local authority	Essex
Inspection number	1059407
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	12
Number of children on roll	19
Name of registered person	
Date of previous inspection	18 October 2012
Telephone number	

The childminder was registered in 1997 and lives in Loughton. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays agreed in advance. The childminder works with an assistant.

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Piccadilly Gate
Store St
Manchester
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