

Childminder report

Inspection date	26 November 2018
Previous inspection date	17 March 2015

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

- Children are eager to join in with activities and approach their play with enthusiasm. They enjoy making safe and independent choices from the activities available to them. The childminder successfully follows children's lead when joining in with their play.
- Children make good progress. The childminder prioritises her time well giving prime consideration to promoting children's learning through play. The high levels of individual attention help to develop children's communication and language very well.
- The childminder provides a warm, welcoming and stimulating environment where children have access to a balanced range of easily accessible resources.
- The childminder has high expectations for behaviour, which are appropriate for the different ages of children who attend. She manages behaviour effectively to help children develop an understanding of what is expected from them. Children are happy, kind, friendly and are learning to take turns.
- The childminder is well qualified and her commitment to professional development is good. She continually updates her skills and knowledge to improve her practice.
- The childminder is developing ways to engage and involve parents more in children's learning in her care and at home. However, these are not yet fully implemented to have an impact on children's learning.
- The childminder does not consistently focus on helping children to think for themselves and to follow their own ideas when being creative.

What the setting needs to do to improve further

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

- enhance the ways parents are encouraged to support their children's learning in the setting and at home
- focus more closely on helping children to think for themselves and follow their own ideas in their creative play.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector was given a tour of the areas of the home used for childminding purposes.
- The inspector looked at children's records, a sample of policies and evidence of the suitability of the childminder and other adults in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder can describe with confidence the types and signs of possible abuse and neglect. She knows who to contact for further advice if she has any concerns about children's welfare. The childminder has detailed policies, procedures and risk assessments and uses these well to help maintain children's safety. For example, she ensures small toys are kept away from babies. The childminder monitors children's development and completes the progress check for children aged between two and three years and provides parents with a copy. She knows children in her care very well. Precise monitoring enables the childminder to quickly identify and address any gaps in development. The childminder is reflective in her practice and responds to her own evaluations of what can be improved further.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to successfully support children's progress and she plans activities based on the next steps in their learning. She adapts activities children are engaged in to support their emerging interests and extend their learning. This motivates children and helps them to make good progress. Children enjoy using dough to form snowmen using a variety of resources to create features. Children of different ages use their physical skills to manipulate the dough with cutters and rolling pins. The childminder extends learning further. For example, she promotes children's understanding of number as they count the sticks used for the snowman's limbs. Children concentrate for prolonged periods of time developing their sustained thinking skills. The childminder is skilful at extending children's language and sensitively models words correctly during interactions for younger children.

Personal development, behaviour and welfare are good

The childminder offers consistent praise and encouragement to children, which helps to support their confidence and self-esteem. The childminder is a good role model, demonstrating good manners, and supports children to learn social skills, such as sharing. Children form close relationships with the childminder and other children who attend. They are well mannered and confident individuals who show an interest in others. Children talk to visitors and share stories from home that make them feel special. Children are learning about healthy lifestyles and have regular access to physical exercise in the garden or on outings in the local environment. The childminder helps children learn how to keep themselves safe through positive care practices, daily routines and activities.

Outcomes for children are good

Children are very well prepared for their move on to school. Older children practise their writing skills. They successfully identify, sound out and form letters using pens and magnetic letters. They are confidently able to write their name. Children direct their own play, select resources and attend to some of their own needs independently. All children are making very good progress from their individual starting points. They develop good relationship with the childminder and they learn to value and respect the feelings and opinions of others at toddler groups.

Setting details

Unique reference number	201979
Local authority	Essex
Inspection number	10070289
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 March 2015

The childminder registered in 1993 and lives in Harwich, Essex. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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