

Childminder Report

Inspection date

4 November 2015

Previous inspection date

22 September 2011

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's teaching is good and she understands how children learn and develop. She uses her knowledge to help all children progress well from their starting points.
- Partnerships with parents are strong. There is an ongoing and detailed two-way flow of information about children's learning. This ensures that assessments provide an accurate picture of the child's ability and the full range of their experiences and needs. Care decisions are shared and learning at home is well supported.
- The childminder encourages children to eat nutritious food and lead healthy lifestyles. She makes sure that children have daily opportunities to play outdoors and develop control and understanding of their bodies.
- The childminder has developed valuable partnerships with schools and other professionals. Assessments are effectively shared and help to ensure children's individual needs are met.
- Children feel confident and secure in the setting. They enjoy leading their own learning and enthusiastically make choices from an inviting, well-organised environment with interesting and high-quality resources.

It is not yet outstanding because:

- Adult-led activities are not always introduced at a time when children are ready to engage.
- Occasionally, children are not encouraged to be involved in practical tasks which provide opportunities for problem solving and help them to understand the world around them.

What the setting needs to do to improve further

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

- ensure that adult-led activities are delivered at times when children are at their most receptive, ready to engage and make the most rapid progress in their learning
- provide more opportunities for children to take a role in practical and everyday tasks which support their learning and problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning and progress.
- The inspector took into account written feedback from parents.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at and discussed with the childminder a range of documentation, policies and procedures, including children's records, risk assessments, accident and medication records, qualifications and suitability checks.
- The inspector spoke to the childminder and children throughout the inspection.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The childminder is well qualified and has a good understanding of statutory requirements. Regular observations and accurate assessments lead to planning which meet children's individual needs and closes identified gaps in their learning. Progress checks promote early identification of and the action needed to meet additional needs. The childminder is reflective, evaluative and attends training which has a positive impact on her practice. She takes account of the views of parents to develop plans for ongoing improvements. The arrangements for safeguarding are effective. The childminder knows what action to take if she has a concern about a child's welfare. She completes risk assessments to minimise hazards in her home and on outings. Accident and medication records are robust and incidents are well documented. Consequently, children's safety and well-being are fully promoted.

Quality of teaching, learning and assessment is good

Children's learning and development are promoted well. The childminder obtains information about children's starting points and interests from parents. She uses this to plan developmentally appropriate and engaging activities and experiences. As a result, children are motivated to learn, keen to try things for themselves and quickly acquire new skills. The childminder supports children's communication and language very well. She uses a variety of strategies to encourage children to express themselves verbally and they enjoy chatting to her as they play. The childminder covers all areas of learning well and helps children link their play with experiences they have at home. Children enjoy the challenge of selecting and naming different shaped buttons as part of a threading activity which also helps develop their grip and control for writing. The childminder understands the importance of encouraging children to express their individuality and does not focus creative activities on a set end result. Consequently, children remain focused, interested and involved for longer periods of time.

Personal development, behaviour and welfare are good

The childminder provides a warm, homely and welcoming environment for children and their families. Children clearly enjoy being with her. She is caring, considerate and affectionate towards them. She works hard to promote children's self-esteem and growing independence. The childminder uses positive strategies to manage children's behaviour. She actively encourages good manners and helps children to respect and care for each other. The childminder's sensitive, consistent approach helps children to quickly learn how to manage their emotions. The childminder supports children to recognise dangers and begin to assess risk for themselves. She gently reminds them how to move around safely and use tools and equipment with care.

Outcomes for children are good

All children make good progress from their starting points and are well supported to develop an understanding across all seven areas of learning. The childminder is aware of the importance of preparing children for school and they move on from the setting very well equipped with the skills they need.

Setting details

Unique reference number	202165
Local authority	Essex
Inspection number	865163
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22 September 2011
Telephone number	

The childminder was registered in 1998 and lives in Clacton-on-Sea, Essex. The childminder holds an appropriate early years qualification at level 4. The setting opens from 8am until 6pm, Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

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