

Childminder report

Inspection date	16 January 2019
Previous inspection date	27 October 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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		Not Applicable	

Summary of key findings for parents

This provision is good

- Children feel at home in this warm and welcoming setting. They settle quickly and build close and affectionate attachments to the childminder. Children's behaviour is good and they clearly understand the rules and routines of the setting.
- The childminder provides a wealth of resources and activities that stimulate children to think and solve problems. She builds on topics that children are learning about at school and supports them to create meaningful artwork. She shares important information about children's progress with others involved in their care and learning.
- Children feel safe and secure in the cosy environment. The childminder manages her setting efficiently and she is meticulous in the way she keeps and maintains important records, such as attendance registers and policies. The childminder checks the identity of visitors to the setting and carries out rigorous risk assessments of her premises to keep children safe.
- The childminder works closely in partnership with parents and builds good relationships with them. Parents say how happy they are with the service and care she provides. The childminder ensures that parents are fully aware of the activities their children enjoy and keeps them well informed of their progress and achievements.
- The childminder is well qualified and she maintains a strong focus on the importance of regular training to keep her knowledge and skills updated. She carries out a thorough evaluation of her setting and takes the views of parents and children into account when planning for improvements.
- The childminder sometimes misses opportunities to extend children's learning in numeracy during play.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's learning of numbers and simple sums, appropriate to their stage of development, during play.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children.
- The inspector looked at relevant documentation, such as suitability and qualifications, and policies and procedures.
- The inspector took account of the views of parents by speaking to them on the day.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of all safeguarding matters and ensures that she keeps her knowledge up to date. She is fully aware of her local authority's safeguarding procedures and how to protect the children in her care. The childminder has a good knowledge of the signs and symptoms that might indicate a child is at risk of harm. She keeps her contact records up to date and knows who to call if she has a concern about a child's well-being. The childminder reviews her policies regularly and shares these with parents. She carries out regular fire evacuation procedures with the children so they know how to react if an emergency occurs.

Quality of teaching, learning and assessment is good

The childminder is confident in her knowledge of the learning and development requirements for young children. She understands how children learn and how to help them make good progress. The childminder gets to know the children well. She understands their interests and what they need to learn next. She provides opportunities for children to make choices in their learning. She encourages them to think for themselves and develop their imagination and creativity. For example, children are excited to find balloon pumps and learn how they work. Children have lots of fun as they inflate balloons and let the air out quickly to watch them zoom around the room. They think how they might make funnels to fill the balloons with glittery and sparkly shapes. Children are enthusiastic as the childminder challenges them to find different ways to carefully stick on decorations to finish their creations.

Personal development, behaviour and welfare are good

Children are happy and confident to explore the vast array of attractive and interesting play resources available. They are independent and manage their own personal care well. The childminder provides good nourishing meals for children to enjoy and they learn about the importance of eating healthy food and taking exercise outdoors. The childminder takes children out to explore the local fields and they bring back natural resources to make things with in the setting. Children enjoy creative activities that build on their school work. For example, children learn about diversity as they build a model of the world surrounded by paper models of different people and flags. Children use their imagination in role play as they mimic scenes they have seen in real life, such as shopkeepers and shoppers swiping credit cards on a cash register. Children practise their reading and they learn more about letters and sounds as they write out a shop sign saying 'open' and 'closed'.

Setting details

Unique reference number	203142
Local authority	Essex
Inspection number	10083468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 - 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 October 2014

The childminder registered in 2000. She lives in Fyfield, Essex. The childminder cares for school-age children and she operates from Monday to Friday, 7am until 9am and 3.15pm until 6pm, during school term time. She holds an appropriate qualification at level 4.

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