

Childminder Report

Inspection date

4 August 2015

Previous inspection date

7 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good because the childminder effectively follows and extends children's individual interests. Children show excitement and enthusiasm as they participate in activities, both indoors and outside.
- Children are very well supported in their communication skills. The childminder provides enjoyable opportunities for young children to practise their emerging language through conversations, singing and story times.
- The childminder has established good links with the local pre-school and school. Children receive continuity in learning and are very well prepared for starting full-time education.
- Children are provided with a very good range of freshly prepared, nutritious meals and snacks which contributes significantly to keeping them healthy.
- Children are settled in the warm and welcoming family home. The childminder maintains an environment that is safe by carrying out risk assessments and daily visual checks. This contributes towards children being well protected from harm.
- Children are safeguarded as the childminder has a secure knowledge of her child protection responsibilities and the signs and symptoms of abuse.

It is not yet outstanding because:

- The childminder does not always use information gained from parents to best effect when planning for children's individual learning needs, when they join the setting.
- Opportunities for children to explore and investigate the natural world have not been fully embraced.

What the setting needs to do to improve further

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

- make better use of information from parents about what their children already know and can do to promptly determine clear starting points from which to plan for their future learning
- extend opportunities for children to talk about things they have observed in the natural world and show care and concern for living things.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments and looked around the ground floor of the premises.
- The inspector held discussions with the childminder about the children's progress and achievements.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder and her family, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from their responses to surveys organised by the childminder.

Inspector

Patricia Champion

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good understanding of how children learn through play. She ensures that resources are easily accessible and children are able to extend their ideas by choosing additional play items. Children thoroughly enjoy being creative as they explore a wide variety of art and craft materials or role-play resources, linked to imaginary and real-life situations. They are making good progress and confidently count and recognise simple shapes and colours. The childminder appropriately observes children as they play and uses this information to identify what they need to learn next. The observations are illustrated by photographs which are frequently shared with parents. The childminder tracks children's progress to ensure that there are no gaps in learning. However, the childminder does not always gather detailed information from parents about children's current stage of development when they first join the setting. This means there are times when home learning is not included in the assessments of children's starting points.

The contribution of the early years provision to the well-being of children is good

Children are happy and establish positive and affectionate relationships with the childminder. They show appropriate levels of behaviour for their ages and play harmoniously alongside each other. The childminder encourages politeness and good table manners. She praises children and helps to build their self-confidence. Children develop their independence skills and carry out manageable tasks. For example, they go to the toilet independently and help to tidy away toys. The outdoor area is secure and safe for children to enjoy fresh air while taking part in a range of physical play activities. However, the childminder does not always provide rich opportunities for the younger children to observe, explore and investigate different features of the natural world. The childminder encourages children's awareness of safety by talking to them about taking care as they play. In addition, evacuation plans are regularly practised with all children, so that they know how to swiftly exit the premises in the event of an emergency.

The effectiveness of the leadership and management of the early years provision is good

The childminder understands her responsibilities and effectively meets the requirements of the Early Years Foundation Stage. Robust policies and procedures underpin her good practice. The childminder routinely evaluates her provision and gains feedback from parents and children. This supports her to be able to identify weaknesses in practice and ensure continuous improvement. The recommendations from the last inspection have successfully been addressed. She understands the importance of regularly updating her knowledge by attending further training and professional cluster meetings. Children benefit as the childminder gains fresh ideas for activity planning from other early years professionals.

Setting details

Unique reference number	404452
Local authority	Essex
Inspection number	869019
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	7 March 2011
Telephone number	

The childminder was registered in 1998 and lives in South Woodham Ferrers, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

