

Childminder Report

Inspection date

28 October 2016

Previous inspection date

10 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the childminder has worked hard and acted on the suggestions of local authority advisers to make improvements. The previous actions and recommendations have been appropriately addressed.
- Children make good progress and develop the skills they need for future learning. The childminder plans a broad range of activities that she knows children will enjoy. She involves herself in children's play and makes learning fun.
- The childminder provides a well-resourced environment to learn in. Children are able to extend their learning in the garden and on regular outings which support those who prefer to learn outside.
- Children have developed secure attachments with the childminder. Cuddles and hugs are shared, and this nurturing approach helps young children feel safe and secure.
- Partnerships with parents are good. They are regularly given information about their children's progress and ideas about how to support learning at home.

It is not yet outstanding because:

- Occasionally, the childminder intervenes too quickly and does not give children enough time to find the solution to problems for themselves.
- The childminder does not always focus planning and assessment precisely enough to help accelerate children's learning to the very highest level.

What the setting needs to do to improve further

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

- provide children with more opportunity to have time to think about solutions to simple problems that they encounter during their play and activities
- strengthen the assessment and planning systems even further to target more precisely children's next steps in learning, and to support individual children to make even more rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed focused activities with the childminder and discussed the children's progress and achievements.
- The inspector viewed the children's development records.
- The inspector reviewed evidence of the suitability of the childminder and her family, self-evaluation, qualification certificates, risk assessment and policies and procedures.
- The inspector took account of the views of parents from their written testimonials and responses to surveys organised by the childminder.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has improved her knowledge of the safeguarding requirements. She has notified Ofsted about all the adults living on the premises and they have been vetted and checked through the Disclosure and Barring Service. The childminder completes training so that she remains up to date on how to support children's safety and welfare. She knows what to do if she has concerns about a child's well-being. Risk assessments are carried out to ensure the premises are safe and secure. The childminder also attends cluster meetings with other childminders. The knowledge and new ideas gained from these meetings are used to build successfully on children's learning. The childminder now evaluates her practice and accurately monitors and tracks children's development. This means she can identify any gaps in children's learning and secure appropriate additional support, when this is necessary. Good links have been established with local schools and pre-schools, and information is shared to promote continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Overall, teaching is effective. The childminder uses a blend of adult-led and child-initiated activities to motivate children to learn new things. Children develop their understanding of the world as they learn to care for living things. They count as they feed the fish and compare the different sizes and colours. The childminder effectively promotes young children's interest in books and stories. She provides them with books that make sounds and interesting props and puppets linked to the stories. The childminder uses songs and stories with repetitive phrases to build on children's speech and language skills. She encourages children to make connections in their experiences. For example, they chat about recent autumn nature walks and a trip to see an orchestra play, while they make collage pictures and learn new songs.

Personal development, behaviour and welfare are good

The childminder knows the children very well as she has cared for them since they were babies. Children are confident and behave well. The childminder encourages good table manners and social skills, such as remembering to say please and thank you. The childminder effectively teaches children about differences in society, cultures, traditions and beliefs. Children play with resources that portray positive images of diversity. They also learn about the importance of a healthy lifestyle. Meals and snacks are healthy and nutritious, and children learn that fruit and vegetables are good for them. Children frequently take part in outdoor activities and outings and they benefit from lots of fresh air and exercise.

Outcomes for children are good

Children make good progress from their individual starting points. They are happy, motivated and enthusiastic learners. They develop good social skills and become confident communicators. Children attend toddler groups with the childminder, where they meet and interact with new adults and children and build friendships. This helps to prepare them well for the next stage in their learning, including starting nursery or school.

Setting details

Unique reference number	590132
Local authority	Essex
Inspection number	1052383
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	10 May 2016
Telephone number	

The childminder was registered in 2001 and lives in Clacton-on-Sea, Essex. She operates all year round from 7am to 6pm on Monday to Friday, 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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