

Childminder Report

Inspection date

13 May 2015

Previous inspection date

26 November 2009

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 as the childminder organises a broad range of activities, both indoors and outside for children to support their learning. As a result, they make good progress in their development.
- The childminder is warm and friendly and sensitive to children's emotional needs and well-being. As a result, children form close attachments and are secure and confident in her care. Children are polite and behave well.
- The childminder has a good understanding of the importance of working in partnership with parents and other professionals, so that a consistent approach to meeting children's individual care and learning needs is achieved.
- Safeguarding is a priority for the childminder, who knows how to keep children safe. She demonstrates a good knowledge and understanding of procedures to follow if she has concerns about a child.
- The well-qualified childminder is very motivated and committed to professional development. She undertakes training and actively seeks advice from her network coordinator, to improve her teaching skills. She has good systems in place for reflecting on her practice and a clear vision for improvement and continuous development.
- The childminder supports children's self-confidence in social settings by making sure that they have opportunities to regularly visit local toddler groups.

It is not yet outstanding because:

- On occasions, the childminder does not consistently encourage children think creatively and have a go before she does things for them.
- The childminder does not always use everyday routines to encourage children to develop their physical and self-care skills further.

What the setting needs to do to improve further

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

- focus even more on helping children to independently develop their ideas and practise their skills during creative activities
- enhance opportunities for children to build on their physical and self-care skills during everyday activities, such as preparing fruit at snack time.

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 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 is confident in her understanding of how children learn and develop. She provides a wide range of fun and stimulating learning experiences. The childminder places a strong emphasis on developing children's language skills, which she supports by introducing them to new words within conversations. Children enjoy counting and recreating patterns as they use high-quality resources that promote their mathematical awareness. The childminder teaches children to follow instructions and listen carefully. This means they are acquiring the key skills and attitudes they need for school, when the time comes. However, sometimes the childminder does not give children time to think creatively, try things for themselves and to explore other options. For example, children are sometimes offered pre-cut shapes, rather than given the chance to practise cutting out items for themselves, to create highly original artwork. Exchanges of information about children's achievements provide parents with opportunities to support children's learning at home. The childminder also has good links with local nurseries and schools so that children benefit from continuity in their care and learning.

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

The childminder provides a homely and welcoming environment and children are comfortable in her care. Children are kept safe on the premises because the childminder implements thorough risks assessments, particularly while her home is being renovated. As a result, children do not have access to potential hazards, such as tools and decorating materials. A wide range of toys are available to children. The childminder has recently made resources even more accessible to them, by labelling toys boxes to help children take decisions in their learning. A healthy lifestyle is promoted. Children have plenty of opportunities for exercise and physical play in the garden or at local parks. Activities are planned to help children learn about food that is good for them. Children are encouraged to try and taste new foods. However, the childminder does not always extend opportunities to further develop children's knowledge of healthy eating practices, for example, by encouraging them to help to prepare the fruit at snack time.

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

The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. The childminder is dedicated to promoting good quality provision for children. She has developed effective systems for evaluation by regularly seeking the views of children and parents to use in her planning. The childminder effectively observes, assesses and tracks how well the children are doing in their learning and regularly shares their progress with parents. This means that the childminder is able to quickly identify gaps in children's learning and promptly plan appropriate and challenging activities to accelerate their progress.

Setting details

Unique reference number	EY245007
Local authority	Southend on Sea
Inspection number	860230
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	26 November 2009
Telephone number	

The childminder was registered in 2003 and lives in Southend-on-Sea. She works all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She is a member of a childminding network and provides funded early education for two-, three- and four-year-old children.

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