

Childminder Report

Inspection date

29 January 2018

Previous inspection date

8 May 2014

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

- Since the last inspection, the childminder has increased opportunities for children to explore a wider range of activities outside.
- The childminder uses her experience well to provide interesting learning opportunities. She tracks children's ongoing progress, helping her to identify any gaps in their learning. The childminder is swift to take action to close gaps and help children make good progress to acquire the skills they need in readiness for school.
- Children demonstrate good levels of self-esteem and thoroughly enjoy their time with the childminder. They develop their self-help skills well. For example, as they help themselves to toys from the wide range available.
- The childminder listens and responds attentively to children's needs, supporting their emotional well-being effectively. Children extend their communication skills. They interact warmly with the childminder, sharing books, playing games and chatting.
- The childminder has developed effective systems for sharing information with other providers. This helps her to offer continuity of care and learning for children.

It is not yet outstanding because:

- The childminder does not make the best possible use of the initial information she gathers from parents, to support children's precise learning needs from the earliest opportunity.
- The childminder does not consistently target professional development opportunities to help continue raising the quality of her teaching practice.

What the setting needs to do to improve further

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

- use initial information obtained from parents about children's starting points to plan more accurately for children's next steps in learning, from the earliest opportunity
- strengthen plans for professional development opportunities to raise the quality of teaching even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated a joint observation with the childminder.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all persons living in the household. The inspector discussed with the childminder how she reflects on her practice.
- The inspector took account of the views of parents through written feedback they shared with the childminder.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the welfare requirements and her duty of care to protect children from harm. She updates her safeguarding training and understands the procedures to follow in reporting child protection concerns. Risk assessments are comprehensive and take account of potential hazards in the playroom, garden and on outings. Parents' and children's views form an integral part of the childminder's evaluation process. She reflects on what works well and identifies how to improve the service she provides. Parents report that the childminder has supported their children wonderfully, helping to equip them with the skills they need for future learning. They are particularly pleased with the very good manners their children acquire in her care.

Quality of teaching, learning and assessment is good

The childminder's good use of questions help children to make predictions, talk through what is happening and make links in their learning. For example, while children play with dolls the childminder encourages language used about real babies. She talks about holding them up while feeding milk or gently brushing their hair before rocking them off to sleep. The childminder observes children's ongoing progress and shares this information with parents, helping them to support learning at home. She plans exciting activities that meet children's needs and interests. For example, when aiming to promote coordination, children enjoy threading pasta, and when extending imaginative play they enjoy sharing toy pizza and pretend meals.

Personal development, behaviour and welfare are good

The childminder promotes children's understanding of diversity and equality, for example, through wall displays and a variety of toys and books reflecting different cultures. Children behave well. The childminder has a very calm nature and is sensitive to children's needs. She sets clear boundaries and expectations of behaviour. Children are developing an understanding of what contributes to a healthy lifestyle. They are supported to eat nutritious meals and snacks. Children enjoy plenty of opportunities for physical exercise, such as taking trips to the park, soft-play centre and local toddler groups. Here they also have the opportunity to socialise with other children and adults, under the watchful eye of the childminder.

Outcomes for children are good

Children make good progress. They meet milestones expected for their age in all areas of learning. Children become independent as they learn to drink from an open cup and feed themselves from a young age. They learn early mathematical skills through play. For example, they sort and organise brightly coloured containers to create tall towers. Children discover, through trial and error, that the tower will not fall over if they start with the largest container at the base. Children enjoy drawing on existing knowledge as they name the colours of the containers while they build.

Setting details

Unique reference number	EY246463
Local authority	Essex
Inspection number	1101911
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	8 May 2014
Telephone number	

The childminder registered in 2002 and lives in Harlow, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank and family holidays.

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