

Childminder report

Inspection date	19 July 2019
Previous inspection date	12 February 2016

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

Summary of key findings for parents

This provision is good

- The childminder provides a welcoming and homely environment for children. Children settle well into her care. They form close attachments to her and they feel safe and secure.
- The childminder builds good relationships with parents and works in partnership with them. This ensures that children make good progress in their learning in the setting and at home. She exchanges information about children's progress with other settings children attend to ensure continuity and consistency in their learning.
- Children make good progress in all areas of learning. The childminder gathers essential information from parents when they first attend. This helps her to understand children's developmental needs from the beginning.
- The childminder praises children often for the smallest achievements. This enables children to grow in confidence and boosts their self-esteem. The childminder understands children's learning needs and provides stimulating resources to interest and motivate them.
- Children's communication and language development is good. The childminder engages children in conversation and they discuss their activities together. This supports all children, including those who speak English as an additional language, to develop good speaking and listening skills.
- The childminder has not established a sharply focused programme of professional development to help her to raise the quality of her provision to an outstanding level.
- Children do not always have access to a full range of activities outdoors to meet all the areas of learning, particularly for those who may prefer to learn outside.

What the setting needs to do to improve further

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

- establish a secure programme of continuous professional development to raise the quality of the provision to the highest level
- increase opportunities for children to access a fuller range of outdoor learning, and consider children who may learn best outside.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector discussed the learning intentions of an activity with the childminder.
- The inspector held a meeting with the childminder and spoke to children.
- The inspector looked at relevant documentation, such as children's developmental records, suitability and qualifications, and policies and procedures.
- The inspector took account of the views of parents by reading written testimonials and comments on questionnaires.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates the quality of her provision well. She takes account of the views of parents and makes changes to her practice. The childminder reflects on her practice and plans to make continuous improvements to meet the needs of the children in her care. Safeguarding is effective. The childminder keeps up to date with her safeguarding training and ensures that her knowledge of legislation remains current. She knows the signs and symptoms that could indicate that a child is at risk of harm. She keeps records of the procedures to follow if she has a concern about a child's well-being. The childminder assesses risks in her environment and takes steps to minimise any hazards. She carries out regular fire evacuation procedures with the children to ensure they know what to do if an emergency occurs.

Quality of teaching, learning and assessment is good

Children choose freely from a good range of inviting and challenging activities. The childminder observes and assesses children's development as they play. This helps her to know what children need to learn next. She extends their learning as she introduces mathematical language, such as over and under, taller and smaller. She teaches children to count in sequence and to identify colours and shapes. For example, children are fascinated as they place handfuls of colourful marbles on a tower and watch them spiralling downwards. Children are excited as the marbles clatter noisily to the bottom. The childminder encourages children to count them as they place them back into their pot. Children enjoy building with magnetic shapes. They name the shapes and colours as they click the pieces together. The childminder extends children's vocabulary as she talks to them about their construction and reminds them of past events.

Personal development, behaviour and welfare are good

The childminder interacts well with children as they manipulate colourful dough into shapes. Children are imaginative and pretend they are making an ice cream as they push the dough into plastic cones. They scoop up the dough with tools and cut it with scissors. This helps to develop their hand control and muscle strength. Children invite the childminder to join them for dinner as they share out play food and pretend to squirt on ketchup from a toy condiment set. The childminder teaches children about foods that are good for their health. She teaches them to become independent. Children behave very well and they enthusiastically tidy away their playthings, ensuring that everything is in its correct place.

Outcomes for children are good

Children explore their local community and learn about rules and routines in different settings. They socialise in groups and find out about differences in people and places. Children are physically active. They explore the local parks and they know how to keep themselves safe outdoors and near roads. They have access to a good range of books and writing materials. They confidently make decisions and choices. They demonstrate that they are ready for the next stage in their learning and moving on to school.

Setting details

Unique reference number	EY276316
Local authority	Essex
Inspection number	10073312
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 February 2016

The childminder registered in 2004. She lives in Harlow, Essex. She operates from Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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