

Childminder Report

Inspection date

1 March 2017

Previous inspection date

16 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 made effective improvements and implemented changes to her practice. These changes have improved safeguarding arrangements and the quality of teaching, resulting in good outcomes for children.
- The childminder is skilful at supporting children's communication and language skills. She talks clearly, listens carefully to children and uses questions to engage them in conversations. Children make good progress in relation to their starting points.
- The childminder is a good role model and has high expectations of children's behaviour, which are clearly and consistently communicated to children. Children are confident and demonstrate that they feel safe and secure.
- Children thrive and learn in the warm, stimulating and exceptionally well-resourced environment provided for them. Resources are easily accessible, which encourages children to make independent choices about their play. Children gain the skills and attributes needed to be ready for school in this highly enabling environment.
- The childminder works closely in partnership with parents. Parents' comments about the service are very positive. They state the childminder's home is very warm, welcoming and provides a great environment for children to play both inside and outside.

It is not yet outstanding because:

- The childminder does not find out as much information as possible from parents about what their children already know and can do, to fully support the early identification and planning of children's precise learning needs.
- The childminder has not yet secured suitable opportunities for professional development to build on her current skills and knowledge in the strive for excellence.

What the setting needs to do to improve further

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

- seek more detailed information from parents about what children know and can do in order to plan even more precisely for their continued progress from an early stage
- secure opportunities to update knowledge and inform a programme of professional development, in order to enhance the good standard of care and education offered to children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities to protect children from harm. All required records and documentation are in place, and all adults who live in the setting have undergone appropriate checks. The childminder follows rigorous safeguarding procedures and effectively manages risks in her home to promote children's safety and well-being. Furthermore, children's safety is well considered on outings. She provides gentle reminders about safe practices, helping children learn to keep themselves safe. The childminder effectively monitors the practice of her assistant to identify ways to professionally develop. She is motivated to provide the best for children and she welcomes the views of parents and children to support her self-evaluation. The childminder understands the value of close partnership working with other agencies, such as early years settings, to support and complement children's care and learning.

Quality of teaching, learning and assessment is good

The childminder is an experienced practitioner and places a good focus on children's learning through play. Through her observations and assessments of children's development once in her care, she gains an accurate understanding of their skills, abilities and progress. She joins in with children's play and effectively encourages them to learn, resulting in the children being motivated and eager to take part in activities. The childminder supports children's developing language skills particularly well. For example, while children play and experiment with the texture of play dough, the childminder describes their actions, models language and extends their vocabulary. Children's mathematical skills are well supported. The childminder provides opportunities for children to use matching and counting skills as they play.

Personal development, behaviour and welfare are good

The childminder provides a rich and well-organised learning environment that supports children's explorative and imaginative skills. Children thrive in this welcoming and relaxed environment. Their emotional well-being is very well supported. Children's physical development is promoted well through good outdoor play opportunities. The childminder provides a wide range of exciting trips, which enhances children's experiences. Children are very independent at mealtimes and are motivated to do things for themselves during personal care routines. Children show kindness to each other and are keen to carry out small tasks, such as helping to set out the cups and plates at snack time.

Outcomes for children are good

All children are making consistent and sustained progress in their learning. Children display a positive attitude to new experiences and an eagerness to learn. Young children are beginning to develop good relationships with their peers. They are learning how to negotiate and cooperate with each other. Children are eager to try things for themselves, explore the environment and develop good critical thinking and problem-solving skills. This helps them develop the key skills needed for their next stages in learning, including school.

Setting details

Unique reference number	EY286143
Local authority	Essex
Inspection number	1058248
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	16 December 2015
Telephone number	

The childminder was registered in 2004 and lives in Langdon Hills, Basildon, Essex. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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