

Inspection date	17 March 2015
Previous inspection date	14 May 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

- The childminder plans activities and links her teaching to children's interests very effectively. The children are particularly enjoying learning more about nature as they look for signs of spring in the environment.
- Children enjoy plenty of opportunities to develop their play because the childminder's unhurried approach provides time for children to bring activities to an end in their own time.
- The childminder works well with parents developing very successful partnerships where they exchange information on children's care and learning. This enables the childminder to keep up to date with children's current interests.
- The childminder and children have strong bonds with each other. This helps children to feel confident and secure. Children develop their individual personalities because the childminder values what they say and do.
- The childminder meets all of the requirements for safeguarding and welfare. She has a secure knowledge of safeguarding practice and knows when and how to make a referral to the appropriate agencies.
- The childminder frequently evaluates her practice and sets herself targets that help her develop further opportunities for children to learn through play. For example, she has plans to extend children's messy play using versatile resources and is arranging a trip to a museum.

It is not yet outstanding because:

- Children's communication and language skills are not developing as rapidly as possible.
- The childminder has not focused her training on promoting children's speech and understanding to ensure optimal teaching and learning in this area.

What the setting needs to do to improve further

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

- strengthen the focus on children's communication and language development by identifying precise next steps in learning and using even more effective teaching to help children make rapid progress
- enhance teaching and planning by seeking out further training related to promoting children's communication and language development to complement the already good provision and to broaden the range of topics studied.

Inspection activities

- The inspector observed activities in the sitting room, playroom and kitchen. The childminder and the inspector reflected on children's learning.
- The inspector, childminder and children had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the day-to-day organisation of the childminding service, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder.
- The inspector checked the evidence of the suitability and qualifications of childminder and the suitability of other household members aged over 16 years.

Inspector

Alison Reeves

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children thoroughly enjoy learning through play. The childminder offers them a good mix of exciting, planned activities and the chance to choose things for themselves. Children practise their hand-coordination skills as they fit together the train track and use scissors to cut paper. The childminder encourages children's interest in early writing, which helps prepare them for school. Children like to look at books and the childminder makes good use of these to support children's creative and art activities. Children chat as they play, and the childminder asks questions to test their knowledge and thinking skills. However, children are not making rapid progress in their communication and language development. This is because the childminder does not consistently put sufficient emphasis on this area in all of her teaching. The childminder tracks children's progress effectively. She knows where their gaps in learning are and generally puts in place appropriate next steps to help children secure further achievements. She keeps parents informed about children's progress, helping them to support children's learning at home.

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

Children are busy and active. The childminder makes sure they have plenty of fresh air, follow good hygiene routines and eat as healthily as possible. Children behave well and the childminder supports them in learning to share toys and take turns. She promotes their independence effectively. Consequently, they quickly learn how to put on their coats and shoes, when getting ready to go out. The childminder is very effective in building and sustaining relationships with children. She knows what interests them and uses this information well in her practice. The childminder boost children's sense of confidence. She praises them, taking photographs of their work and talks to them about who they will show it to. Children learn about safety and risk because the childminder includes this in their play. They talk together about the long dresses and being careful not to trip. Children talk to themselves about walking carefully when wearing the play shoes.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and uses this effectively to safeguard children and promote their learning. The childminder's training has a positive impact on her teaching. For example, courses on enabling environments and identifying children's learning support her well in tailoring her practice to the needs of the individual children. The childminder has not found any local training focused specifically on children's communication. This would be beneficial in enhancing and building on this already good aspect of her practice to help children achieve more in this area of learning. The childminder works well with other early years settings that child attend. This helps to promote continuity in their learning.

Setting details

Unique reference number	EY311760
Local authority	Essex
Inspection number	862078
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	14 May 2009
Telephone number	

The childminder was registered in 2005. She lives in Church Langley and operates all year round from 7.15am to 7pm, Monday to Friday, except for bank holidays and family holidays. She holds a formal childcare qualification equivalent to level 3.

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