

Childminder Report

Inspection date

21 May 2015

Previous inspection date

17 June 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's knowledge of how the children learn is very strong. She provides children with a wide range of exciting opportunities, which help them to make rapid progress in their learning. Children are keen and active learners, and flourish in the childminder's care.
- Children's progress is proficiently tracked by the childminder. As a result, the childminder keeps a sharp focus on each child's development. She communicates well with parents and involves them in their children's learning.
- Children are effectively protected from harm. The childminder's secure knowledge of safeguarding children is regularly updated through appropriate training. The childminder has good procedures for risk assessing her home and outings, to ensure children remain safe.
- Partnerships with parents are strong. The childminder values parents' contributions to their children's care.
- Children's emotional well-being is well supported by the childminder constantly praising and encouraging them. She recognises the importance of developing strong bonds with children to help them to feel secure.

It is not yet outstanding because:

- The childminder's professional development programme is not yet astute or sharply focused enough to achieve and maintain outstanding practice.
- The childminder's links with other early years settings, which children attend, are not strong enough to enable her to fully support and complement learning that takes place across all aspects of children's lives.

What the setting needs to do to improve further

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

- strengthen professional development plans, so that they are more sharply focused and targeted, in order to achieve and maintain outstanding practice
- improve partnership working with other early years settings, which children attend to ensure learning across all aspects of children's lives, can be fully supported.

Inspection activities

- The inspector observed activities in the childminder's lounge and dining room.
- The inspector held discussions with the childminder and minded children at appropriate times throughout the inspection.
- The inspector looked at a range of records including children's details, accident and medication records, and written risk assessments. She also looked at written policies, information for parents, records of children's learning and development, and a selection of other relevant documents.
- The inspector looked at evidence of the suitability checks carried out on all adults living on the premises and viewed copies of the childminder's training certificates.
- The inspector took account of the views of parents shared through written comments in children's development files and through parental feedback questionnaires and letters.
- The inspector held a discussion with the childminder about her understanding of how children learn.

Inspector

Lynn Hughes

Inspection findings

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

Children are excited about learning. They enthusiastically explore the fun range of toys and resources available to them. For example, they feel and talk about the selection of natural materials which they find in the childminder's special basket. Some make sounds, which they discover when they shake them. They talk about what sort of sound it makes and what could be making the sound. The childminder supports this exploration and language proficiently in a calm and gentle voice. Children's social skills are actively enhanced as the childminder works closely with a group of other childminders in the area. They regularly meet at toddler groups and childminder sessions. The childminder is very familiar with the skills children require on entry to school and begins working on these from an early age. For example, she monitors children's ability to sit and listen, to dress and take off their coats and shoes, and to take care of their own personal needs.

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

Children settle well into the childminder's warm and nurturing care. The childminder works well with parents during their children's settling-in sessions. This helps to ensure that children's early experiences in her care are positive, friendly and welcoming. As a result, children are confident and happy. They move around the childminder's home with ease, and select toys and resources of their choice. The childminder actively encourages children to develop strong independence skills by guiding their own play and making suggestions for trips and outings. Children's understanding of keeping healthy and safe is well promoted by the childminder. She talks to them about foods which are healthy, and how important fresh air and exercise is for them. Children's physical development is enhanced as the childminder plans daily outings to the park and makes good use of the equipment in her garden.

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

The well-qualified childminder uses her knowledge of how children learn to provide an exciting programme of activities and learning opportunities. She has clear systems for assessing children's development, which are precise and comprehensive. As a result, gaps in children's development are swiftly identified and acted on. Children remain safe and well protected from harm, as the childminder demonstrates secure knowledge of safety and safeguarding. The childminder is committed to improving her knowledge through appropriate training courses. However, her professional development plans are not yet sharply focused enough, in order to accurately identify her training needs, to help her to achieve and maintain outstanding practice. The childminder uses her self-evaluation to identify her strengths and weaknesses. She involves parents in this process at every opportunity. Partnership working with other early years settings, which children attend, is not yet robust enough to enable the childminder to fully complement learning, which takes place in other aspects of children's lives.

Setting details

Unique reference number	EY318229
Local authority	Essex
Inspection number	862295
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	17 June 2009
Telephone number	

The childminder was registered in 2005 and lives in Witham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder accepts funding for three- and four-year-old children.

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