

# Childminder Report

**Inspection date**

7 January 2016

Previous inspection date

26 March 2012

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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

- The quality of the childminder's teaching is good. She supports children well and they develop the skills they need in readiness for school. The childminder provides good opportunities for children to talk about their experiences and increase their communication skills.
- Children enjoy playing with a wide range of good quality toys and materials. Activities are based on children's interests and the environment supports their play and learning well. This means children explore freely, use their imaginations and make good progress.
- The childminder helps to keep children safe, secure and protected at all times. She is confident in the procedures to follow should she be concerned about a child's welfare. In addition, she understands what to do should an allegation be made against her.
- The childminder is committed to developing her practice with further training and reading. As a result, children benefit from being with a practitioner who has up-to-date knowledge and delivers good quality care.

### It is not yet outstanding because:

- Strategies to engage other providers of early years settings that children attend are not highly effective in complementing and supporting children's individual learning.
- The childminder obtains information about children from their parents when they first attend. However, this focuses more on children's care and not on their learning to date. This reduces the opportunity for planning to take account of each child's starting points and capabilities from the start of their placement.

## What the setting needs to do to improve further

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

- develop more effective partnerships with other settings that children attend, to support a more consistent approach to children's learning at the setting
- strengthen the arrangements for obtaining information from parents about children's learning to date.

### 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 discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, evidence of the suitability of other members of the household and children's learning and development records.
- The inspector took account of the written views of parents.

### Inspector

Tina Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures underpin the childminder's good practice to help keep children safe and to promote their well-being. The childminder is very proactive in the way she supports children to learn about their own safety, and takes effective action to minimise any hazards. This helps her to care for children in a safe and secure environment. The childminder is aware of potential signs and symptoms of abuse and is confident on the procedure to follow in reporting concerns. The childminder is organised, proactive and has a positive attitude. She keeps herself well informed of all legislative changes and is aware as to how these will impact on her provision. Self-evaluation processes support continuous improvement. This has a positive impact on the quality of the setting. The childminder completes training and regularly seeks out new information in order to make enhancements to her provision.

### Quality of teaching, learning and assessment is good

The childminder carries out regular checks on children's progress to ensure they are progressing well and receive the support they need. As a result, emerging gaps are quickly identified and planned for. The childminder has a well-organised and very stimulating environment, inside and outdoors. There is a good range of toys that is easily accessible and enables children to make choices about their play. The childminder uses spontaneous opportunities and planned activities that successfully support children's learning. Her high-quality conversations develop children's knowledge, communication and thinking skills very well. The childminder provides valuable opportunities for children to continue their learning during trips and visits to the local area. Children learn about the natural world and the wider, diverse community. This helps children to be curious and interested in the world around them.

### Personal development, behaviour and welfare are good

The childminder supports children to play alongside others and to develop social skills, such as sharing with each other. The atmosphere is calm and relaxed, and children are given good support to settle and feel secure. The childminder supports children's independence skills well. Older children are able to put on their coats and shoes. Children have opportunities to be active and engage in physical play, both in the garden and while on outings in the local environment. The childminder supports children to have a good awareness of keeping themselves safe throughout their daily routines and activities. Through effective encouragement, children are obtaining the key skills, attitudes and dispositions they need to be ready for school. Children discover information about the world as they look at books and play with toys that promote positive images of people in society.

### Outcomes for children are good

Children are making good progress. They are working at typical levels of development for their age. They are happy, confident and keen to learn, which helps them to be ready for the next stage in their learning, including school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY333074                                                                          |
| <b>Local authority</b>             | Essex                                                                             |
| <b>Inspection number</b>           | 862554                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 26 March 2012                                                                     |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2010 and lives in Great Wakering, Essex. She operates all year round from 8am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 qualification in childcare.

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