

Inspection date	9 February 2015
Previous inspection date	9 September 2008

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

- Teaching is good and sometimes outstanding because the childminder has a secure knowledge and understanding of how children learn and develop. She carefully observes to assess their skills and interacts effectively to improve their learning. As a result, children make effective progress.
- Children clearly benefit from the vibrant environment. The garden and covered patio provides children with a super range of innovative learning experiences in the fresh air.
- The childminder provides a good range of visits and outings for children, which means they broaden their learning and develop good social skills.
- The childminder successfully promotes children's emotional well-being. Children are settled and display a strong sense of belonging. They have formed close attachments with the childminder as a result of her warm, caring approach and the effective settling-in sessions.
- The childminder appropriately promotes children's safety and well-being by maintaining risk assessments in relation to the premises, garden, and any outings. In addition, the childminder has reviewed the risks associated with pets on the premises, to keep children safe.
- The childminder is motivated and works well with other early years professionals. She strives for continuous improvement through her consistent attendance at network and cluster meetings to extend her knowledge and skills.

It is not yet outstanding because:

- The childminder does not always encourage parents to share detailed information about their child's learning at home, so that she can use this to help each child progress even more rapidly.

What the setting needs to do to improve further

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

- extend ways for all parents to engage in children's learning, for example, by enhancing the opportunities for them to contribute information about their children's starting points and learning at home.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments and looked around the premises.
- The inspector held discussions with the childminder about the children's progress and achievements.
- The inspector viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder and her family, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from references obtained by the childminder.

Inspector

Patricia Champion

Inspection findings

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

The childminder effectively plans exciting experiences in tune with children's interests, capabilities and individual learning styles. For example, the childminder recognises that some children learn best through outdoor play and provides daily opportunities for children to explore and experiment with the 'mud kitchen' or 'water wall'. The childminder pays particular attention to supporting children's communication skills. She speaks calmly and respectfully to the children, allowing time for them to make responses through actions, facial expressions or verbal interaction. She uses stories and songs successfully to introduce new vocabulary and encourages the correct pronunciation of words through repetition. The childminder consistently encourages children to count and recognise colours. Consequently, young children are developing the skills they need for the next stage of their learning, particularly for starting nursery or school. The childminder regularly shares information about children's progress with parents. However, there are not extensive opportunities for parents to share detailed information regarding children's starting points, or ongoing progress at home. This means the childminder cannot always effectively build on this information, to extend children's learning to its full potential.

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

Children are clearly settled and happy in the childminder's home. They adopt healthy lifestyles as they eat nutritious food, provided by parents and supported by the childminder. Children learn about the importance of personal safety as they practise emergency evacuation procedures. The childminder is a calm and positive role model, who teaches children about the need for responsible behaviour. Consequently, they are starting to share their toys and remember to say 'thank you'. A high standard of cleanliness is maintained in the areas used by children. The risk of cross-infection is consistently prevented and nappy changing is sensitively undertaken. The childminder recognises when children feel tired and they sleep peacefully and undisturbed according to their own routines, and in line with parents' wishes.

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

The childminder understands and implements the requirements of the Early Years Foundation Stage because she frequently attends training courses to update her childcare knowledge and skills. She has a good awareness of child protection procedures and recognises the possible signs that indicate children may be at risk from abuse. As a result, children are kept safe in her care. The childminder efficiently monitors the children's development. This means that learning priorities are effectively identified, or appropriate outside intervention is sourced, if progress is less than expected. The recommendation from the last inspection has successfully been addressed. The childminder now frequently evaluates her service and welcomes the views of parents and children. All parents make very positive comments. They are supportive of the childminder and delighted with the care and education the children receive.

Setting details

Unique reference number	EY333452
Local authority	Essex
Inspection number	857033
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	9 September 2008
Telephone number	

The childminder registered in 2006. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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