

Childminder Report

Inspection date

24 May 2016

Previous inspection date

16 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 childminder is committed to her professional development. Since her last inspection, she has completed a relevant early years qualification. This supports her to provide good quality care and learning experiences for all children.
- The childminder has exceptionally strong partnerships with parents. She keeps them informed about their child's day and learning. Information is shared daily, through both verbal communication and written records.
- The childminder knows the minded children well. She plans and provides an interesting range of activities that builds on what children already know and promotes the next steps in their learning. All children make good progress.
- The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child and their family, helping children to develop secure emotional attachments to the childminder and her assistant.
- The childminder promotes children's critical-thinking skills carefully. She asks questions to challenge their thinking and gives them time to consider and express their own responses. Children are confident communicators.

It is not yet outstanding because:

- Sometimes, an effective two-way flow of information is not established in partnership with others who provide care and learning for the children.
- While supervision arrangements are in place for the childminding assistant, these are not always sharply focused, to provide her with a high level of mentoring and coaching.

What the setting needs to do to improve further

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

- persevere with efforts to promote a two-way sharing of information with others who provide care and learning for the children
- establish an effective programme of supervision, to provide assistants with useful mentoring and coaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and the childminder's self-evaluation form.
- The inspector spoke to a small number of parents and took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of the signs and symptoms of abuse, to ensure that she recognises when a child is at risk. She has attended training in child protection to reinforce her knowledge of how to protect children's welfare and how to report concerns. Reflective practice is embedded into the childminder's self-evaluation. Her strengths and areas for development are accurately identified and managed, to support good outcomes for all children. Written policies and procedures are shared with her assistant. Parents also have access to the policies, helping them to make informed choices about their children's care and learning. Written testimonials and discussions with parents during this inspection demonstrate the high regard they have for the childminder.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She knows where children are in their learning and how they like to play and learn. This is taken into account when planning for their next steps. The quality of teaching is consistently good. Planned activities are interesting and varied. The childminder provides activities to support early writing skills, such as activities to strengthen muscles in children's hands. Children confidently use large tweezers to collect pretend worms. The childminder extends children's learning well. She encourages children to count how many worms they have collected and introduces drawing activities about mini-beasts. The childminder recognises when children lose interest in an activity and readily moves on. She responds well to their interests.

Personal development, behaviour and welfare are good

Children's emotional well-being is promoted effectively. The childminder establishes warm, caring relationships with children in her care. Children are happy and settled. Parents appreciate the support that the childminder gives them with child-rearing practices. For example, the childminder has put together an information pack for managing children's behaviour and parents are able to use this at home. The childminder is a good role model. She is calm and treats children with positive regard. She builds children's sense of self-esteem, giving meaningful praise for good behaviour and individual efforts. Providing opportunities for fresh air and exercise is given high priority. This helps to promote children's good health and physical well-being. The childminder plans outings into the local community. She has been awarded a certificate by the Forestry Association in recognition of the work she does to promote healthy lifestyles.

Outcomes for children are good

The childminder has a secure understanding of the age group she is working with and checks children's progress regularly. Children develop a good foundation for future learning, such as moving on to school. They understand that print carries meaning and enjoy stories. Children count readily in play situations, independently counting up to 20 as they hide their faces as part of a game. Children are confident and embrace new experiences willingly. They manage their self-care needs, relevant to their age.

Setting details

Unique reference number	EY336038
Local authority	Essex
Inspection number	873300
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	16 March 2011
Telephone number	

The childminder was registered in 2006. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She employs an assistant on a part-time basis.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

