

Childminder Report

Inspection date

4 November 2015

Previous inspection date

17 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 supports children's communication and language skills well. She effectively extends their vocabulary and supports children to be confident communicators. The childminder assesses children's progress in their language skills, identifying when she needs to acquire extra resources and teaching skills to support them further.
- The childminder has high expectations of children's behaviour. She sets clear, age-appropriate boundaries and gently reminds children of these throughout the day. The childminder promotes children's turn-taking and sharing skills, and encourages them to tune into how each other may be feeling.
- The childminder supports children to learn the skills they need for the school environment. She skilfully extends children's knowledge of colours, shapes, numbers and letters, successfully incorporating them into everyday activities.
- The childminder forms successful partnerships with parents. She updates them on their children's progress regularly and includes their views in assessments of children's development. Parents are well informed and effectively extend children's learning at home.

It is not yet outstanding because:

- The childminder does not consistently share information about children's learning and development with the other early years settings children attend.
- At times, the childminder does not use highly successful strategies to extend children's critical-thinking skills.

What the setting needs to do to improve further

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

- strengthen partnerships and the two-way flow of communication with the other early years settings children attend, to provide more consistency for children in their learning and development
- provide children with opportunities to think more critically about why things happen and how things work to further extend their problem solving and thinking skills.

Inspection activities

- The inspector observed activities in the indoor learning environment where children play and viewed all areas of the home used for childminding.
- The inspector observed a focused activity and evaluated the quality of teaching with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures and risk assessments.
- The inspector checked evidence of the qualifications of the childminder, her suitability and the suitability of other household members.
- The inspector took account the views of parents in written testimonials and the views of parents spoken to on the day of inspection.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the importance of keeping children safe and protected from harm. The arrangements for safeguarding are effective. The childminder has a good knowledge of the signs and symptoms that indicate children are suffering from harm. She has thorough policies and procedures in place if she has concerns about a child. The childminder's professional development plan ensures that she attends regular training to update her knowledge and skills. Her self-evaluation is effective in driving forward improvement plans. The childminder takes account of the view of parents, children and other professionals to help improve further the care she provides. However, she has not fully explored how she can effectively share information about children's development with the other settings they attend, to better support their learning.

Quality of teaching, learning and assessment is good

The well-qualified childminder gets to know children well through regular observations and accurate assessments of what they can do. She then effectively uses this information to plan activities that are tailored to children's individual needs and interests. The childminder engages children well in activities. In general, she changes and adapts activities to provide appropriate challenge for each child. The childminder carefully listens and watches children in their play and identifies opportunities to involve herself in activities to further build on their learning. Children enjoy talking to the childminder who encourages them to talk about their friends, families and the experiences they have outside of her setting. However, the childminder sometimes overlooks opportunities to support children's understanding of why things happen and how things work. For example, she sometimes does not give children opportunities to work problems out for themselves.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment that is well resourced and supports children to settle well. Children form strong attachments to the childminder and form close friendships with each other. The childminder supports children to be emotionally prepared for the move to school. Children visit the school regularly and the childminder talks to children about the routines they will experience at school. The childminder supports children's independence skills. Children learn to attend to their self-care needs, including opening their own food packets at lunchtime. The childminder effectively supports children to be aware of their own safety and work out how to manage risk for themselves.

Outcomes for children are good

All children make good progress given their starting points and capabilities. The childminder prepares children well for the next stage in their learning, including school. She checks children's progress regularly to identify any gaps that are emerging. The childminder implements the appropriate support for them in a timely way, so they continue to make good progress.

Setting details

Unique reference number	EY348919
Local authority	Essex
Inspection number	863247
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17 March 2011
Telephone number	

The childminder was registered in 2007 and lives in Colchester, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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