

Childminder Report

Inspection date

25 June 2015

Previous inspection date

14 March 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The childminder forms excellent attachments with children and they settle well into her care. She gathers very thorough information from parents when children first attend to ensure she understands their developmental needs.
- The childminder provides an exceptionally enabling environment that encourages children to learn and have fun. Her teaching skills are outstanding and she makes excellent use of the knowledge gained through her early years qualification.
- The childminder observes and assesses children in her care to identify the next steps in their learning. She uses this information to plan challenging experiences to ensure excellent outcomes for children.
- The childminder thoroughly understands her responsibility to safeguard children in her care. She understands the procedures to follow if an allegation is made or she feels a child is at risk of harm.
- The childminder conducts extremely thorough risk assessments of her setting to ensure children are safe. She assesses risks on the journeys to and from school and helps children to learn how to keep themselves safe on the roads.
- The childminder has very high expectations for children's behaviour and sets clear boundaries that help them to feel secure. Children learn excellent social skills and learn to share and take turns in their play.
- The childminder fosters exceptionally strong partnerships with parents. She provides opportunities for parents to exchange information about children's learning at home. She liaises with schools and other settings that children attend to ensure continuity in their learning.
- The childminder's self-evaluation demonstrates a strong drive for improvement. She takes account of the views of parents and children when planning activities, in order to successfully accelerate children's learning.

What the setting needs to do to improve further

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

- enhance the excellent educational programmes that are promoting equality, diversity and inclusion by introducing further examples of world languages into project planning and everyday play, in order to expand children's understanding of the world.

Inspection activities

- The inspector observed the childminder carrying out activities with children in the indoor and outdoor environments.
- The inspector held discussions with the childminder, co-childminder and assistant throughout the course of the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took account of the views of parents by reading their comments and feedback on questionnaires.
- The inspector looked at the suitability of all adults in the setting, the childminder's planning, self-evaluation, records of children's progress and a range of other documentation, including policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

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

All children make outstanding progress in their learning. They are confident and eager to lead their own play. Their communication and language development is exceptionally strong because the childminder, and other adults in the setting, engage them in conversation and ask open-ended questions. The childminder makes sure that she leaves enough time for children to respond to her questions and she listens intently. She reminds them of past events and encourages them to look towards their future. For example, she talks to them about last year's holiday and asks them questions about the holiday they are about to take to encourage their language development and thinking skills. However, the childminder does not yet maximise learning opportunities by introducing words in other languages to widen children's understanding of the world. The childminder helps older children to learn to write their name and recognise numbers. She enables children to gain confidence when starting school when she takes them on visits. She builds great relationships with teachers and shares reports of children when they leave her setting.

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

Children enjoy playing in the childminder's garden where there is a variety of resources to promote learning in all areas of the curriculum. They enjoy physical activities and exercise in the fresh air. They also enjoy the childminder's praise and the sense of achievement when they race each other on stilts. The childminder extends the activity to provide further challenge by providing beanbags for them to balance on their heads as they race. Children learn facts about the world as they bury toy eggs in sand. The childminder builds on this activity by introducing a toy that is shaped like a turtle and telling them that turtles bury their eggs in sand to help them hatch. Children show a great deal of confidence when they manage their own personal care. They wash and dry their hands independently and put on their own shoes. The childminder teaches them the difference between left and right as they make sure they have their shoes on the correct feet.

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

The childminder is well qualified and extremely familiar with the seven areas of learning of the Early Years Foundation Stage. She ensures that children experience a wide variety of activities to develop their learning in all areas every day. The childminder tracks children's progress exceptionally well by comparing their developmental achievements with documented guidelines. She keeps interesting learning journals for all of the children in her care and shares these regularly with parents. The childminder monitors how children use the resources she provides by observing and keeping accurate records. She supervises her assistants who work with her from time to time, ensuring they deliver a high standard of care and learning. She keeps her knowledge updated by undertaking training that is provided locally and online to maintain her professional development.

Setting details

Unique reference number	EY358045
Local authority	Essex
Inspection number	849558
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	18
Number of children on roll	25
Name of provider	
Date of previous inspection	14 March 2012
Telephone number	

The childminder has been registered since 2007. She lives in Brentwood, Essex. The childminder operates from 8am until 6pm, Monday to Friday, all year round. She holds an early years qualification at level 3. The childminder receives early education funding for three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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