

Childminder Report

Inspection date

5 December 2016

Previous inspection date

21 November 2012

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 providing a high-quality care and learning experience for all children. She reflects on the service that she provides and seeks the views of parents and children when planning for improvement.
- The childminder has a secure understanding of the age group she is working with. She is fully aware of where each child is in their learning and what she needs to do to support their continuing progress.
- The childminder provides a stimulating learning environment, both indoors and outside. Toys and resources are stored to enable children to select for themselves, promoting their independence and confidence.
- The childminder fosters children's emotional well-being effectively. She provides a welcoming play and learning environment where children are secure, happy and confident to express themselves.
- The childminder gives high priority to supporting children's developing speech and language skills. She engages children in conversation and introduces new vocabulary. She repeats words back to the children so that they hear words pronounced correctly.

It is not yet outstanding because:

- The childminder's programme of professional development is not sharply focused. She is not fully aware of current legislation, as part of her drive to achieve and maintain outstanding care and learning for children.
- The childminder has yet to implement her plans to support parents in contributing to their children's learning at home.

What the setting needs to do to improve further

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

- strengthen the plans for professional development to support working towards achieving and maintaining outstanding practice
- implement identified plans to support parents in contributing to their children's learning at home and evaluate the impact this has on children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder 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 and qualifications of the childminder, and discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder fully understands her responsibility to protect the physical and emotional well-being of children. She is aware of the indicators of abuse and knows how to report concerns. The childminder meets with other childminders where they share good practice guidance gained from training courses. The childminder builds friendly and trusting partnerships with parents. She keeps them informed about their children's day and learning, through both verbal communication and written records. Written testimonials from parents indicate the high regard they have for her. They report that they appreciate the attention the childminder pays to keeping children safe and that their children enjoy their time in the setting. The childminder has established partnerships with other settings that children attend. There is a successful two-way flow of information that helps ensure children's individual needs are identified and addressed.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She observes them as they play and evaluates her observations effectively. The childminder takes into account their individual learning needs and interests when planning for their next steps. She plans a varied and interesting range of activities that builds on what children already know. The childminder is actively engaged in the children's play and learning. Children are enthusiastic to explore and investigate. For example, the childminder provides a large tray of autumn leaves, acorns, chestnuts and pine cones for children to inspect. Children search through the leaves, looking for the other items to collect and sort into tubs. The childminder extends the activity, encouraging children to count how many acorns they have found and provides tweezers and tongs for children to practise using their hand muscles.

Personal development, behaviour and welfare are good

Children are exceptionally secure in their relationships with the childminder. They readily go to her for cuddles and to share their play and learning. The childminder is a good role model. She is calm and gentle and treats children with positive regard. Unwanted behaviour is managed sensitively, taking into account the children's age and level of understanding. She places meaningful praise on good behaviour and individual efforts, effectively building children's self-esteem. The childminder ensures that all children are able to participate in activities at their own level. They are included well in all activities and routines of the day. The childminder plans outings into the local community where children to learn about people and communities beyond their immediate experience. They walk to school and back as part of promoting fresh air, exercise and their good health.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. They are working in the typical range of development for their age. Children's ability to apply skills appropriate to their age helps to ensure they develop the skills needed to be ready for school. They are motivated and enthusiastic learners, readily taking part in activities that are planned by the childminder. They also initiate their own play, supporting their confidence and independence.

Setting details

Unique reference number	EY358641
Local authority	Essex
Inspection number	1059764
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	21 November 2012
Telephone number	

The childminder was registered in 2007 and lives in Colchester, Essex. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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