

Inspection date	18 February 2015
Previous inspection date	6 October 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 because the childminder understands how to promote children's development during play. This effectively supports their good progress towards the early learning goals.
- Children develop strong bonds with the childminder and form close friendships with the other children. This effectively promotes their confidence and self-motivation.
- The childminder attends training on a regular basis to enhance her knowledge which, in turn, has improved the quality of teaching she provides.
- The childminder has a good understanding of safeguarding children. This is because she regularly attends additional training and knows what to do in the event of a child protection concern. As a result, children's welfare is protected well.
- The childminder supports children to learn about how to keep themselves and others safe. For example, older children know that the younger children like to put small things into their mouths, which they should not do because they might choke.
- The childminder encourages children to explore their own ideas and imaginations. For example, children use construction bricks to make three-dimensional models, using colour to make patterns with the bricks. They excitedly tell the childminder that their creations are called 'tower house' and 'work digger'.

It is not yet outstanding because:

- The initial information about children's learning that the childminder obtains from parents does not fully support her identification of their precise learning needs.
- The childminder does not organise all resources as well as possible. This means that children are not always able to choose independently and fully extend their play.

What the setting needs to do to improve further

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

- extend the initial information obtained from parents to include further detail of children's development, to plan even more precisely for their individual needs from an early stage
- review the organisation of resources so that these are even more accessible, in order to support children in making further choices about their play and learning.

Inspection activities

- The inspector observed children's play and the snack and lunch time routines. She talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of the childminder and all adults over the age of 16 years living in the home. The inspector viewed a range of other documentation, including first-aid and safeguarding training certificates.
- The inspector held joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector reviewed the childminder's self-evaluation prior to inspection. She also spoke to parents and viewed written feedback from them.

Inspector

Ann Cozzi

Inspection findings

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

The childminder has a good understanding of the Early Years Foundation Stage, which she consistently implements. For example, she regularly undertakes clear observations of children at play. She uses this information to accurately assess their development level and plan to meet their individual learning needs. This helps to ensure that children are prepared well for school or the next stage in their learning. The childminder uses effective teaching methods to promote children's developing communication and language skills. She ensures that she is at their level and speaks clearly. The childminder also repeats words that young children pronounce incorrectly, to further support their understanding. The childminder knows when to stand back and allow young children to try things for themselves, but provides support at appropriate moments. This effectively promotes their independence and physical development. As a result, they successfully climb down a small step for the first time on their own. Thrilled by the positive attention this achievement brings, they clap their hands in delight.

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

Children's behaviour is good. The childminder makes sure that they receive consistent messages, placing emphasis on positive reinforcement, which the children clearly enjoy. They show pride when complimented or praised by the childminder for joining in games or sharing resources. The childminder provides a good range of well-balanced, home-cooked meals, which meet the children's individual nutritional needs and enables them to thrive. Children's physical development is assured because they have plenty of opportunities to use large equipment outdoors and when visiting local toddler groups. Care practices are good, which has a positive impact on children's physical and emotional well-being. The childminder provides a wide variety of interesting, age-appropriate resources. However, these are not always organised in a way that fully maximises children's opportunity to access them. This has a negative impact on children's ability to revisit their learning or fully enrich their opportunity to make choices about their play.

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

The childminder does not always collect a wide enough range of information about children's starting points to maximise their early progress with her. Partnerships with other settings providing care and education are good. This helps to effectively support continuity of care and makes sure that the childminder can build on what each child knows and can do. The childminder reviews the quality of her service, including children's progress, on a regular basis. Parents and children are encouraged to contribute ideas as part of the evaluation process. For example, children take part in planning, which ensures that their interests are well catered for. The childminder utilises any information she gathers to set realistic targets and consistently drive improvement. Parents report that they would 'highly recommend' the childminder to other parents. They also state that they are 'very happy' with communication methods and the progress their child has made.

Setting details

Unique reference number	EY367601
Local authority	Essex
Inspection number	857848
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	6 October 2008
Telephone number	

The childminder was registered in 2008 and lives in Hoddesdon. She operates all year round from 7am to 6pm, Monday to Thursdays, except for bank holidays and family holidays.

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Piccadilly Gate
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