

Childminder Report

Inspection date

9 November 2017

Previous inspection date

27 February 2014

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 knows the children in her care well and offers a relaxed approach to learning. She provides fun, high-quality learning experiences that reflect children's interests and individual learning needs.
- The childminder has established very good relationships with parents. They regularly exchange information about children's learning and achievements. Parents comment very positively on the childminder's care for their children and the interesting activities and learning opportunities that she provides.
- The childminder makes good use of the local environment to extend children's learning opportunities. For example, they visit local shops, the zoo and go on woodland walks. Children develop good social skills as the childminder meets up with other childminders' and attends local groups, where children interact with other adults and children.
- Children are happy and settled in the childminder's welcoming, child-centred home. They confidently select resources they want to play with and eagerly join in the new experiences the childminder provides. Children build secure attachments to the childminder. They happily play alongside her and are confident to ask for support.

It is not yet outstanding because:

- The childminder has not yet established a focused programme of professional development to help her drive forward future improvements.
- The childminder reflects on and is aware of the strengths and weaknesses of her provision, although she has not yet pinpointed ways to drive this even further.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is sustained and consistently improved upon
- identify and set challenging goals to raise the quality of the provision and outcomes for children to the highest level.

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 children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures.
- The inspector checked evidence of the suitability of the childminder, her assistant and other household members.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder makes sure her assistant understands their responsibilities. There is a strong shared understanding of the setting's policies and procedures for keeping children safe. They have both completed relevant training so that they have up-to-date knowledge of the procedures to take should they have any concerns regarding children's welfare. Policies and procedures are updated to ensure that they reflect recent guidance and are shared with parents. The childminder makes regular checks of the areas used by children to ensure that they are safe and suitable. The childminder researches good practice through online forums and resources. She regularly meets with other childminders to share ideas, introducing some of these to her own provision, to extend children's experiences. The childminder is responsive to the views of parents, recently introducing story sacks that they can take home to enjoy with their children, while supporting children's early literacy development.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of the age group she works with. She makes regular observations and accurate assessments of what children can do, using this information effectively to plan for their continuing progress. Children enjoy playing with the childminder and respond well to her enthusiasm as she joins in their play. She encourages children to try new sensory experiences and play imaginatively with a variety of natural materials they have collected during their walks. Children handle tools, such as pincers, helping to develop their small-muscle skills and strength in preparation for early writing. The childminder comments on children's play, asks questions and uses a variety of words to add to children's increasing vocabulary. She introduces simple mathematical language, such as 'full' and 'heavy', as children fill and empty containers.

Personal development, behaviour and welfare are good

The childminder supports children's health and well-being effectively. She has a positive attitude to children playing and learning outdoors. Children relish opportunities to play in the garden where they are physically active, climbing, sliding and riding small wheeled toys with increased control. They enjoy exploring the natural environment and show good imagination, for example, as they role play in the mud kitchen. The childminder provides frequent praise and encouragement, to help children to recognise their achievements and boost their self-confidence. She teaches children to be kind to their friends and guides them well to take turns and share resources during play.

Outcomes for children are good

All children make progress from their starting points. They acquire key skills for the next stage in their learning, such as starting school. Children manage their self-care skills relevant to their age and demonstrate emerging independence. They count and identify colours during play. Children show a growing interest in the written word and are beginning to link letters to sounds. They enjoy using puppets to act out favourite stories.

Setting details

Unique reference number	EY380153
Local authority	Essex
Inspection number	1102141
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	27 February 2014
Telephone number	

The childminder registered in 2008 and lives in Colchester. She works with an assistant. The childminder operates all year round, from 6.30am until 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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